DOCUMENT RESUME

ED 045 013 HE 001 827

AUTHOR	Hartnett, Rodney T.
TITLE	The New College Trustee: Some Predictions for the 1970s. A Research Consideration of Some of the Possible Outcomes of Greater Diversity on College Governing Boards.
INSTITUTION	Educational Testing Service, Princeton, N.J.
SPONS AGENCY	Hazen Foundation, New Haven, Conn.
PUB DATE	70
NOTE	84p.
AVAILABLE FROM	Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540 ($2.00)
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	*Females, *Governing Boards, *Higher Education, *Negroes, Student Participation, *Trustees

ABSTRACT

Significant changes have taken place since 1968 in the composition of many college and university governing boards. Members of groups previously not well represented on boards of trustees--Negroes, women, and people under age 40--have been added in considerable numbers. This study draws on data gathered in a 1969 national survey of over 5,000 trustees (see College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes, Educational Testing Service, 1969), and examines in detail the characteristics of these previously underrepresented subgroups. It is concluded that continued increases of these people on college governing boards will probably tend to have a liberalizing influence on the overall orientations of most boards of trustees. The Appendices contain the trustee questionnaire, "A Description of the Scales from the Trustee Questionnaire Used to Measure Attitudes Toward Academic Freedom and Democratic Governance," and "A Survey of Changes in the Composition of College and University Governing Boards During 1968-1969." (Author/JS)

ED 045013

THE NEW COLLEGE TRUSTEE: SOME PREDICTIONS FOR THE 1970s

A Research Consideration of Some of the Possible Outcomes of Greater Diversity on College Governing Boards

Rodney T. Hartnett

Educational Testing Service

Princeton, New Jersey

With the support of The Hazen Foundation

HE 001827

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
EDUCATIONAL TESTING SERVICE
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Copies of this publication and the 1969 study College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes may be obtained from the Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540. The price for each report is $2.00 per copy.

Copyright © 1970 by Educational Testing Service. All rights reserved.

PREFACE

During the spring of 1968 Educational Testing Service conducted a national survey of American college and university trustees in an attempt to learn more about who they are, how they feel about various educational and social issues, and what they do in their roles as trustees. On the basis of the data gathered in that survey, two reports were written. The first was published by Educational Testing Service in early 1969 under the title College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes. Written by the author of this report, that monograph summarized the basic findings of the survey; that is, it described the trustees. Later in 1969, Morton A. Rauh's book The Trusteeship of Colleges and Universities was published by McGraw-Hill. Though Rauh's book was far more than a research report and drew extensively on the author's experience in working with college governing boards, the survey results formed a vital part of his book.

While the descriptive profiles offered in these two publications may have been timely and useful, they left unanswered many questions of crucial importance about college trustees and their roles. Consequently, in the summer of 1969, with the support of The Hazen Foundation, we began a more detailed analysis of the survey data. Our intention was to extend our understanding of college and university trustees and trusteeships primarily by focusing on the interrelationships among the characteristics described in the first two reports, by relating these data to those published in other sources, and by concentrating more carefully on the question of governance.

At about the same time, however, rumblings of change in the composition of college governing boards were being heard, suggesting that one of the most outstanding features defined by the survey--the homogeneity of trustees' backgrounds--might be undergoing modification. Columbia University announced a reduction in the minimum age for membership on its board; Stanford's trustees voted unanimously to fill two board vacancies with faculty members from other institutions; two recent graduates were appointed to the Princeton board; and several other institutions announced that undergraduate students had been named as trustees. With these events coming so soon on the heels of the first reports of the trustee survey, we experienced fleeting feelings of influence. Had our findings served as the impetus for some of these changes? Was this really an example of research having an impact on policy? However, we quickly realized that, aside from newspaper accounts of change at these few prestigious institutions, there was, in fact, no real evidence of significant change in board composition on a national level.

We therefore decided, in the fall of 1969, to postpone further analysis of the original trustee data and poll the presidents of the same 536 institutions that had participated in our earlier study to learn whether and to what extent shifts had been occurring in the intervening 18 months. The complete report of the results of this poll is given in Appendix C. In brief, it suggests that significant and widespread alterations in board membership are more fact than fancy; many institutions reported adding young people, women, Negroes, and those with educational occupations to their governing boards during the time span in question.

Having verified "the movement," we could now return our attention to a more refined analysis of the original trustee data. The information regarding board composition changes, however, added a new perspective to this analysis. Given the fact that women, young people, Negroes, and educators were being added to many boards, it now seemed particularly relevant and timely to give special attention to the background characteristics of age, sex, race, and occupation. By such an approach we

would not only be adding to our knowledge, generally, of the relationship between the backgrounds of trustees and their educational attitudes, but we might also be gaining a better understanding of the trustees of the future. Assuming that the trend toward broader board representation continues, it seems reasonable to expect the "new trustee" to be similar in attitudes to his "minority group" predecessor. Simply put, our current best guess about the styles of the women, Negroes, young people and educators being added to governing boards is that they will be similar to those few members of these groups already serving on these boards. At least it seems safe to conjecture that they will be more similar in attitudes to these people than to the "typical" or majority board member. Such logic, of course, formed the basis for the title of this report.

Many references are made in this paper to our first report, College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes. Since it includes all the methodological details such as nature of the trustee sample, response rates (by type of institution), and how the questionnaire was developed, that material is not repeated here. The only duplication is in Appendix A, where the questionnaire is again reproduced so that the reader, as he proceeds through this report, will have a convenient guide to the actual questions asked of the trustees.

Many people assisted in the preparation of this report. Barbara Dynarski and Eldon Park provided invaluable assistance at all stages. Reviews of a preliminary draft were provided by Carl Haag, Richard Peterson, and Robert Feldmesser. Ruth Miller edited and Marian Helms typed the final copy for publication. The cover was designed by Chet Tanaka.

Just as the trustees' cooperation was the most important single ingredient of the first report, the 402 college and university presidents who provided us with information regarding changes in the composition of their boards were the most important contributors to this report. We are grateful to them and hope they will feel that their cooperation was worthwhile.

Rodney T. Hartnett
Princeton, New Jersey
March, 1970

TABLE OF CONTENTS

		Page
PREFACE		iii
PART I:	Are Trustee Attitudes Important?	1
	Trustee attitudes and institutional "climate"	3
	The relationship between trustee attitudes and various background characteristics	9
	Occupation as a predictor of trustee behavior	15
	Implications for trustee selection	23
PART II:	A Closer Look at Several Groups Not Well-Represented on Governing Boards	25
	The Negro trustee	26
	The female trustee	31
	The young trustee	36
PART III:	Summary and Discussion	41
	Summary	41
	Discussion	43
APPENDIX A:	The Trustee Questionnaire	49
APPENDIX B:	A Description of the Scales from the Trustee Questionnaire Used to Measure Attitudes Toward Academic Freedom and Democratic Governance	59
APPENDIX C:	A Survey of Changes in the Composition of College and University Governing Boards During 1968-1969	63

LIST OF FIGURES AND TABLES

Page

Figure 1: Scatterplot showing relationship between trustees' attitudes about academic freedom and faculty members' perceptions of the presence of academic freedom at fourteen institutions 5

Figure 2: Scatterplot showing relationship between trustees' attitudes about democratic governance and faculty members' perception of the presence of a democratic climate at fourteen institutions 7

Table 1: Correlations between selected personal characteristics of trustees at different types of institutions and their attitudes regarding academic freedom (F) and democratic governance (DG) 10

Table 2: Educational attitudes of private college trustees classified by sex, age, education, and political party 13

Table 3: Percentages of private college trustees, classified by selected personal characteristics, who feel that only administrators and/or trustees should have major authority for certain decisions 14

Table 4: Educational attitudes of private college and university trustees with different occupations 16

Table 5: Educational attitudes of public institution trustees with different occupations 17

Table 6: Educational reading habits of private college and university trustees with different occupations 20

Table 7: Financial benefits accruing to private colleges and universities through contributions and efforts of trustees with different occupations 21

Table 8: Financial benefits accruing to public institutions from trustees with different occupations 22

Table 9: Distribution of Negro trustees by type of institution 28

Table 10: Extent of Negro and white trustees' agreement with statements espousing institutional concern for social problems and wider access to higher education 30

Table 11: Distribution of female trustees by type of institution 32

Page

Table 12: Distribution of male and female trustees of four-year colleges and universities by selected biographical characteristics 34

Table 13: Educational attitudes of male and female trustees at colleges and universities 35

Table 14: Distribution of trustees' ages by type of institution 37

Table 15: Financial benefits accruing to private institutions through contributions and efforts of trustees of different age groups 39

Part I

ARE TRUSTEE ATTITUDES IMPORTANT?

On September 19, 1969, the Board of Regents of the University of California ordered that dismissal proceedings be initiated for an acting assistant professor of philosophy at UCLA who publicly acknowledged membership in the Communist party.

At about the same time, at New Jersey's Trenton State College, the trustees exonerated the college president of faculty charges of incompetence and extended a vote of confidence to the beleaguered president, whose resignation was being demanded by nearly three quarters of the faculty body.

At Catholic University in Washington, D. C., also in the fall of 1969, faculty concern was raised over the decision of the president to appoint a search committee for the soon-to-be-vacant deanship of the university's school of sacred theology. The theology faculty had already indicated its choice to the president, but their nominee, who was already on the faculty, had apparently stirred up the trustees' ire by signing a document dissenting from a recent papal encyclical. There was some doubt, therefore, that the trustees would approve his appointment.

And at the University of Tennessee, still in the fall of 1969, the board of trustees passed over the nominee of a faculty-student presidential screening committee and named to the presidency the one candidate this group regarded as an "under-no-circumstances" nominee.

Regardless of one's opinion about the "rightness" or "wrongness" of these four stances, each serves to underscore a major point about the authority and influence of college and university governing boards--that while they may prefer to maintain a safe distance from the day-to-day affairs of the campus, the eventual responsibility and legal authority for the institution's affairs rest with them, and their predilections will almost surely influence the operation of most institutions. In some cases their influence may be felt only in times of crisis or at the urging of one or several pressure groups; in others the style of the board may be to keep in close touch with the affairs of the college. In either case, the authority of the trustees is considerably more than "paper power," and it would therefore seem to be serving more than academic interests to learn as much as possible about them.

We do know some things of course, and our knowledge has increased greatly in just the last year. In most of the newspaper articles, editorials, comments in professional journals, and other discussions that have dealt with college and university trustees, much has been made of the fact that governing board members have been drawn predominantly from occupations in business, are almost always white males with substantial incomes, and are seldom less than 40 years old. These are relevant facts important in their own right as a means of better understanding who trustees are and what they are like. But as pointed out in our earlier report, the full benefit of this knowledge will not be realized without a better understanding of the relationships between some of these descriptive characteristics--age, race, occupation, income, and so forth--and trustees' attitudes. For example, there is a tendency to lament the fact that trustees are very often business executives. Yet it has not been shown that there are substantial differences--attitudinal and functional--among trustees of different occupations. Nor has it been demonstrated

that trustees' attitudes bear any relationship to other characteristics of the institution. For example, if the academic program, climate, and "style" of an institution whose trustees are "conservative" in their attitudes does not differ from a college whose trustees are "liberal," then there would seem to be little reason to raise the question of attitudes in the first place.

Taken together, then, our lack of information regarding these two questions--the relationship between attitudes and personal or demographic characteristics, and between board attitudes and institutional "climate" --leaves us in the position of concentrating on something that may have no real significance.[1] Consequently, the purpose of the first section of this report is to examine these relationships.

Trustee attitudes and institutional "climate"

Though there exists a variety of opinions and outlooks on almost every governing board, it is nevertheless possible to obtain a measure of "central tendency" from each board as a whole regarding most matters. As a result, it is possible to say, on the basis of these group averages, that board A is more in favor of academic freedom than board B, or that board X is less inclined than board Y to favor student participation in certain forms of governance, and so on.

It is also possible to obtain from other relevant campus groups their perceptions of what the institution is like, what its prevailing "climate" appears to be. To obtain information about campus climates for this research, perceptions of college faculty members, assessed by means of the Institutional Functioning Inventory, were used.[2]

---

[1]This is not meant to suggest that a condition exists only when it is demonstrated to exist. But empirical information has a way of making straw men disappear. Furthermore, there is some evidence for a relationship between attitudes and personal characteristics. See, for example, the discussion of the business orientations of trustees in the earlier report (op.cit.).

[2]See R. E. Peterson, J. A. Centra, R. T. Hartnett, and R. L. Linn, Institutional Functioning Inventory Preliminary Technical Manual, Educational Testing Service (1970), Princeton, New Jersey.

These two kinds of data--trustees' attitudes and faculty members' perceptions of the prevailing climate--were each available from 30 institutions. To eliminate errors due to poor sampling, however, only those institutions for whom attitudinal data were available from at least 50 percent of their trustees were included. The logic of this step is simple: the "average" attitude could hardly be regarded as representative of a board when fewer than half of the trustees were included in the average figure. This reduced the number of institutions, for this comparison, to 14. And for each of these institutions it was now possible to compare trustees' attitudes about a given educational issue with faculty members perceptions of how that issue was being dealt with on their campus. We were particularly interested in the areas of academic freedom and democratic governance, and have summarized these data in Figures 1 and 2.[3]

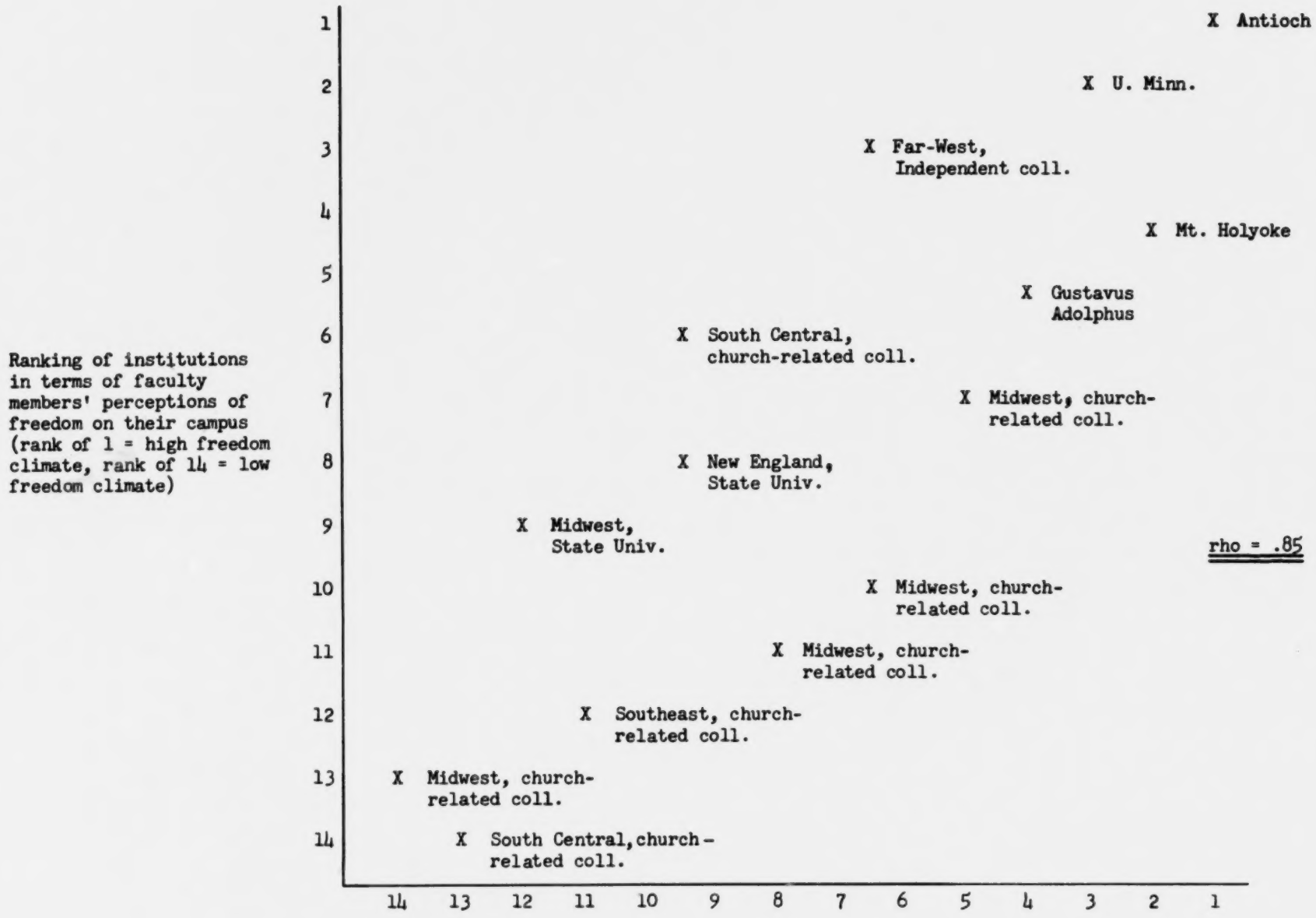
In Figure 1 the institutional rankings of trustees' attitudes and faculty members' perceptions of the institutional climate (in terms of academic freedom) are plotted. The relationship is striking. Clearly, on campuses where the trustees have "liberal" attitudes in the area of academic freedom (the higher the rank the more liberal the attitudes of trustees) there is also a great deal of freedom on campus, according to the faculty. Trustees at Antioch, for example, have the most liberal views regarding academic freedom (thus, their rank of one on trustees' attitudes) and their faculty also view the Antioch climate as being more free than do the faculty at the other institutions (thus, their rank of one on faculty-perceived climate). Similarly, the trustees at Minnesota, Mt. Holyoke, and Gustavus-Adolphus all have high-rankings in terms of trustees' attitudes and faculty-perceived climates. On the other hand, at institutions where trustees' attitudes regarding academic freedom are more conservative (relative to others in the group of fourteen) the

---

[3]Four items from the trustee questionnaire formed a 16 point trustees' academic freedom scale and sixteen items formed the democratic governance scale. Technical information regarding these scales (e.g., item content, means, variance, etc.) are provided in Appendix B.

Figure 1

Scatterplot showing relationship between trustees' attitudes about academic freedom and faculty members' perceptions of the presence of academic freedom at fourteen institutions


Ranking of institutions in terms of faculty members' perceptions of freedom on their campus (rank of 1 = high freedom climate, rank of 14 = low freedom climate)
1
2
3
4
5
6
7
8
9
10
11
12
13
14
X Antioch
X U. Minn.
X Far-West, Independent coll.
X Mt. Holyoke
X Gustavus Adolphus
X South Central, church-related coll.
X Midwest, church-related coll.
X New England, State Univ.
X Midwest, State Univ.
rho = .85
X Midwest, church-related coll.
X Midwest, church-related coll.
X Southeast, church-related coll.
X Midwest, church-related coll.
X South Central, church-related coll.
14 13 12 11 10 9 8 7 6 5 4 3 2 1
Ranking of institutions in terms of trustees' attitudes about academic freedom (rank of 1 = liberal attitudes, rank of 14 = conservative attitudes)

faculties likewise perceive a lack of academic freedom or, more precisely, less academic freedom than is perceived at the other institutions. At one particular midwestern, church-related, liberal-arts college trustees' attitudes are the most conservative of the group, thus ranking fourteenth, or last. At the same institution, the faculty-perceived freedom climate is also low, ranking thirteenth among the fourteen institutions.[4] The rank order correlation (rho) between the two sets of scores is .85, indicating a very high linear relationship between trustees' attitudes and the institutional climate as perceived by the faculty.

In Figure 2, the relationship between trustees' attitudes regarding democratic governance (that is, participatory rather than autocratic) and faculty members' perceptions of the governance "climate" on their campus is presented. As with academic freedom, there is a positive relationship (though not as great) between trustees' attitudes and faculty perceptions (rho = .46). Thus, for example, Antioch and Mt. Holyoke trustees clearly favor democratic governance, and the faculties of these two institutions likewise perceive an environment characterized by wide involvement in decision making.

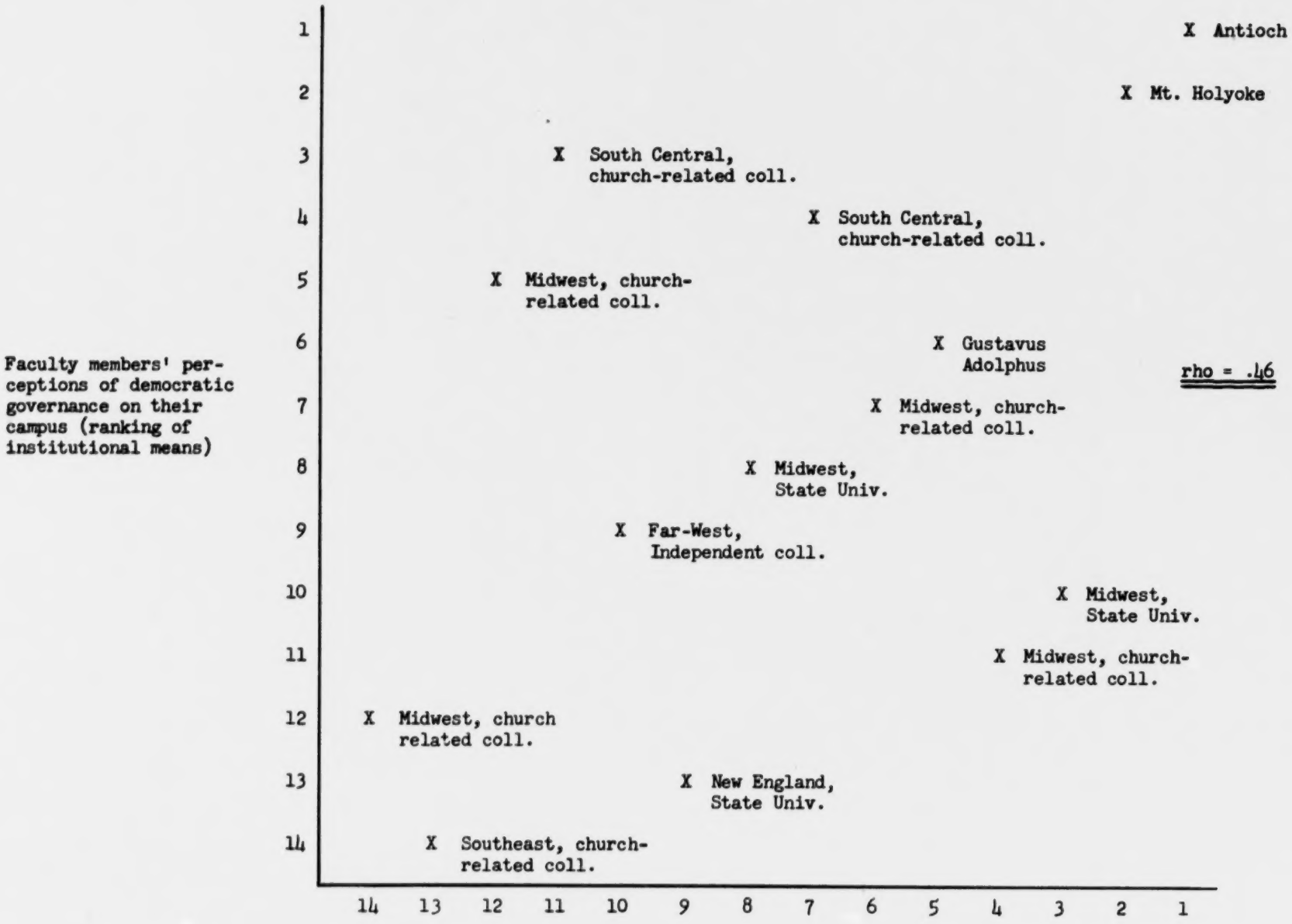
Now, what do these findings mean? To say that trustees' attitudes are related to institutional climates cannot necessarily be taken to mean that the trustees' attitudes create or otherwise influence the climate. In fact, it may be the opposite. One might speculate that institutions with a history of a particular sort of ethos tend to seek out and attract trustees with compatible beliefs. Thus, Antioch's tradition of academic freedom and democratic governance may set certain boundaries, intentionally or unintentionally, on the sort of person who might consider, or be considered for, such a position. Such logic, however, does not seem to be as convincing at public institutions, where

---

[4]The reader should not conclude that because some institutions are named and others are not, that permission to reveal institutional identity was in most cases denied. In Figure 1 only five institutions were asked for permission. Four granted it. In Figure 2, only four institutions were asked for permission, three agreeing.

Figure 2

Scatterplot showing relationship between trustees' attitudes about democratic governance and faculty members' perceptions of the presence of a democratic climate at fourteen institutions



trustees are often appointed by the governor or elected by the public. In these cases, the argument that trustees' attitudes influence the campus environment has more appeal. Consider the state of California, where members of the board of regents of the university, the board of trustees for the colleges, the board of governors for the community colleges, and the coordinating council for higher education (whose function is to synchronize the efforts of the other three), are all appointed by the governor. It would be difficult to believe that the dispositions and attitudes of the appointees do not have some influence on the campus climates. In fact, the current (1970) governor of California, at least partially through the influence of his new appointees, was able to win back to the board of regents the power to appoint and promote tenured faculty members, a power that had been delegated to the chancellors of the nine university campuses only three years earlier.[5] Surely such incidents can be taken as signs of support for the argument that trustees' attitudes do influence campus environments.

Clearly, then, the relationship between trustees' attitudes and faculty members' perceptions of their environment is complex. In certain institutions it may be more a matter of the institutional "character" dictating the choice of trustees, in others a case of trustees' attitudes frequently influencing the climate of the college, and of course in certain cases it's a combination of both of these. But whichever explanation is most appropriate for a given campus, it would seem clear that, generally, the educational attitudes of trustees are important. Legally they stand at the top of the governance structure; their educational values are obviously a critical ingredient in the functioning of the college.

---

[5]For more details regarding this and other similar incidents in California, see "Reagan Now Controls California System," in The Chronicle of Higher Education, September 15, 1969 (page 9).

The relationship between trustee attitudes and various background characteristics

In Table 1 the correlations between seven background characteristics and two attitude scales are presented for eight types of institutions.[6] The correlations are consistently highest for political ideology, where there is a strong tendency for political conservatives to be less disposed toward the concepts of academic freedom and democratic governance than moderates or liberals. This relationship is particularly strong for academic freedom, with correlations ranging from .42 for trustees of public universities to .55 for trustees of selective public universities.[7] Thus, it would appear that knowledge of a trustee's self-perceived political ideology--that is, whether he regards himself as a conservative, moderate, or liberal--enables a reasonably good prediction of his attitudes about these two important educational issues.

The magnitude of the other correlations are not as large as those for political ideology, but nevertheless provide leads for various speculations. For example, female trustees at each of the eight types of institutions are more in favor of democratic governance and academic freedom than men. Similarly, level of education is positively and consistently related to these attitudes. That is, the higher one's level of formal education, the more likely he is to oppose loyalty oaths for faculty members, favor student participation in governance, and the like. On the other hand, less enthusiasm for these two concepts is characteristic of trustees who are businessmen, Republicans, and of an older age group.

---

[6] Race, an important variable to examine in this connection (especially in view of the recent trend in many institutions to add Negroes to their board), had to be omitted since there were too few Negroes serving on these boards to make correlational analysis possible. The characteristics of the very small group of Negro trustees, however, are examined in Part II of this report.

[7] As noted in the first report (Hartnett, op.cit.), selective colleges and universities were chosen on the basis of selectivity indices in Cass and Birnbaum's Comparative Guide to American Colleges (Harper and Row, 1965) or the selectivity index in Alexander Astin's Who Goes Where to College (Science Research Associates, 1965).

Table 1

Correlations between selected personal characteristics of trustees at different types of institutions and their attitudes regarding academic freedom (F) and democratic governance (DG)

	Public JC's[a] (N=257)		Public Colleges (N=183)		Public Univ. (N=464)		Private Colleges (N=2385)		Private Univ. (N=720)		Cath. C's & U's (N=663)		Selective Public U's (N=92)		Selective Private C's & U's (N=443)	
	F	DG	F	DG	F	DG	F	DG	F	DG	F	DG	F	DG	F	DG
Sex[b]	.12	.14	.12	.05	.10	.19	.16	.13	.21	.14	.22	.16	.12	.22	.28	.25
Age	-.03	.04	-.33	-.10	-.16	-.07	-.10	-.08	-.16	-.19	-.20	-.05	-.24	-.28	-.16	-.13
Education	.26	.17	.21	.16	.20	.10	.26	.18	.23	.20	.26	.22	.19	.25	.25	.18
Income	.06	.02	-.08	.05	.00	-.08	.00	-.06	-.11	-.13	-.15	-.15	.27	.03	-.27	-.21
Occupation[c]	-.13	-.07	-.13	-.03	-.18	-.07	-.21	-.17	-.22	-.20	-.29	-.25	-.11	-.07	-.32	-.19
Political Party[d]	.10	.04	.10	.07	.01	.07	.25	.20	.18	.08	.25	.13	.08	.01	.25	.14
Political Ideology[e]	.49	.20	.49	.17	.42	.22	.53	.31	.52	.33	.45	.21	.55	.39	.52	.33

Note.--For both the F and DG measures, the higher the score, the more one favors academic freedom and democratic governance.

[a]In this table and throughout the rest of this report, institutional categories are derived from U. S. Office of Education designations, in which: Junior Colleges = Level I, Colleges = Levels II and III, and Universities = Level IV.

[b]Correlations for the sex variable are point-biserials, computed by scoring male = 1, female = 2. Thus positive correlations indicate greater female endorsement of both scales.

[c]Also point-biserials. Occupation scored business occupation = 1, all others = 0.

[d]These are "regular" (Pearson) correlations scored Republican = 1, "other" = 2, Democrat = 3.

[e]Political ideology scored Conservative = 1, Moderate = 2, Liberal = 3.

The nature of the relationship among these variables, it is worth pointing out, is not consistent across the eight types of institutions. For example, income correlates reasonably well with attitudes about academic freedom and democratic governance at selective private institutions, but not at the others. Similarly, political party affiliation correlates moderately well with these attitudes at private colleges, Catholic institutions and, again, selective private institutions, but not as well at the other types. It is therefore important to make clear what type of institution is being considered when discussing these relationships.

Even with this qualifier made, however, adequate interpretation of the correlation coefficients is still lacking. Within one type of institution--private colleges, for example--what does it mean to say that sex correlates .16 with attitudes toward academic freedom (from Table 1)? One answer is that, in this case, women tend to be somewhat more freedom-oriented than men. (Actually, as it turns out, women are more inclined to favor academic freedom at <u>every</u> type of institution included here, but more at some types than others.) But how much more freedom-oriented is "somewhat"? What does a .16 correlation--or any of the other correlations--mean in terms of different attitudes between the sexes, age groups, educational levels, and the like?

In an attempt to shed more light on the meaning of these correlations, the data for private college trustees are examined in more detail in Tables 2 and 3 by comparing trustees categorized on the basis of four of the Table 1 independent variables--sex, age, level of education, and political party affiliation.[8]

---

[8]Private colleges were chosen for this analysis simply because of the large sample of trustees from this type of institution. However, the interpretation of the various relationships would be similar for all correlations of the same magnitude, regardless of the type of institution.

The four variables included in this closer examination were chosen because they seemed to comprise the kind of information most immediately available about a person, and therefore likely to be most useful and relevant (except for one's occupation, which will be considered later). Political ideology, which is the background characteristic bearing the strongest relationship to educational attitudes, was excluded because it is not usually a "public" piece of information and not likely to be explicitly considered in selecting trustees.

In Table 2 it can be seen that the sex of the trustees--a variable already shown (in Table 1) to correlate moderately with attitudes regarding academic freedom--is indeed a revealing barometer of attitudes. Women trustees more often agree that faculty members should have the right to free expression of opinions (80 percent vs. 66 percent for men), are less likely to endorse administrative censorship of the student newspaper (16 percent vs. 43 percent for men), and so on.

Likewise, age, level of education, and political party affiliation data in Table 2 can be useful in clarifying the correlations in Table 1. Trustees over 60, trustees with no baccalaureate degree, and those who are Republicans are more likely to favor censorship of the student newspaper, loyalty oaths for faculty members, and a screening procedure for would-be campus speakers, and less likely to agree that colleges should be actively engaged in solving social problems.

Categorized by the same four personal characteristics, the attitudes of trustees toward democratic governance are presented in Table 3. Again the correlations given in Table 1 are clarified. A higher percentage of male trustees feel that only administrators and trustees should have major authority in making 15 of the 16 decisions listed (determining tuition being the only exception). Many of these percentage differences are slight, however, thus accounting for the modest sex/democratic governance correlation (.13) at private colleges. In the same vein, older trustees, trustees with less formal education, and trustees who are Republicans, lean more toward a system of "top-down" authority. In fact, a sizable proportion of these trustees, for reasons not determinable on the basis of these data, are apparently unwilling to entrust members of the faculty and student body with any real authority, even in areas of decision making that are extremely important to the daily lives of these two groups. For example, in the area of academic affairs, over one third of the Republican trustees oppose faculty members having major authority when it comes to adding or deleting a degree program and over two-thirds

Table 2

Educational attitudes of private college trustees classified by sex, age, education, and political party[a]

Educational Attitudes[b]	Percentage who agree or strongly agree:									
	Sex		Age			Education			Political Party	
	M	F	Under 40	40-59	60 or over	No B.A.	B.A. or M.A.	Prof. or Ph.D.	R	D
Academic freedom:										
Faculty members have right to free expression of opinions	66	80	63	69	68	57	67	73	63	78
Administration should control contents of student newspaper	43	16	29	37	44	57	40	35	43	33
Campus speakers should be subject to screening	71	63	63	68	75	87	74	61	76	59
Reasonable to require loyalty oath from faculty members	54	36	45	51	55	72	44	43	60	37
Other:										
Institution should attempt to solve social problems	48	66	68	61	55	58	56	64	56	66
Should be opportunities for higher education for anyone who wants it	84	90	87	85	83	86	87	82	85	85
A coeducational institution provides a better educational setting	72	56	70	72	68	70	67	76	71	72

[a]The data in Table 2 are based only on private college trustees (N=2385).

[b]Statements are abridged and modified; for complete statements, see questionnaire in Appendix A.

Table 3

Percentages of private college trustees, classified by selected personal characteristics, who feel that only administrators and/or trustees should have major authority for certain decisions[a]

	Sex		Age			Education			Political Party	
Decision[b]	M	F	Under 40	40-59	Above 60	No B.A.	B.A. or M.A.	Prof. or Ph.D.	R	D
Add or delete courses	15	08	11	13	16	24	10	09	16	11
Add or delete degree programs	32	23	33	30	32	42	32	26	35	24
Rules re student housing	48	30	47	44	50	51	47	43	51	39
Commencement speaker	47	38	37	45	48	49	48	42	51	38
Presidential appointment	71	65	72	69	72	84	72	64	74	66
Determine tuition	94	95	91	95	92	92	95	93	95	94
Professor's immoral conduct	67	61	62	65	68	76	67	62	70	61
Tenure decisions	68	59	62	66	69	79	68	62	72	61
Student cheating	20	14	16	19	21	23	19	17	21	17
Policy re student protests	52	43	47	51	52	59	52	46	56	43
Appoint academic dean	65	58	59	60	70	76	66	57	68	57
Policy re faculty leaves	60	48	56	57	63	75	59	54	63	54
Admissions criteria	33	31	41	33	31	45	32	30	35	30
Honorary degrees	56	52	63	55	55	66	58	48	59	50
Athletic programs	43	29	40	43	41	48	44	37	44	38
Fraternities and sororities	47	31	37	45	47	47	47	42	48	40

[a]The data in Table 3 are based only on private college trustees (N=2385).

[b]Statements are abridged; for complete statements, see questionnaire in Appendix A.

take the same position when it comes to appointing their academic dean.[9]

Occupation as a predictor of trustee behavior In Table 1 a trustee's occupation, along with numerous other personal characteristics, is shown to be related to his educational attitudes. That relationship--based on a businessmen vs. all other classification scheme--indicates that, as a group, businessmen trustees tend to be conservative in their attitudes about academic freedom and democratic governance. Though the magnitude of the relationship is not great, it is consistent across all types of institutions. More important, perhaps, is that it is based on a business/nonbusiness dichotomy.

The purpose at this point is to examine in greater detail the relationship between occupation and certain attitudes and behaviors as a trustee. The significance of this variable should be self-evident, and though it would appear that in the present context its importance is not as great as might often be the case, it certainly deserves attention.[10]

In Tables 4 and 5 the educational attitudes of different occupational groups are compared. Table 4 includes five occupational groups on boards of private institutions, and Table 5 compares four groups from public institutions. (In both cases, the number and type of occupation selected was determined solely by whether or not there were enough people in the group to make meaningful comparisons.)

---

[9]It should be pointed out that while certain trustees would like to withhold major authority from the faculty in certain academic areas, the faculty, in turn, are perhaps even more reluctant to accept the students' role in making academic decisions. A recent report from the Berkeley Center for Research and Development in Higher Education, (Robert C. Wilson and Jerry G. Gaff. "Student Voice-Faculty Response," The Research Reporter, IV, 2, 1969) for example, notes that "professors are reluctant to share their academic power," and points out that 64 percent of the faculty surveyed would deny students any voting privileges on decisions regarding academic policies.

[10]Because we are dealing here with a very elite group of people--and, consequently, a rather restricted range of occupations (at least in terms of status)--some of the more important features of occupation as a major independent variable are diminished. For example, level of education usually bears a strong relationship to occupation but not in this study owing to the restricted range of people included.

Table 4

Educational attitudes of private college and university trustees with different occupations (in percentages)[a]

Educational Attitudes[c]	Business (N=1399)		Law (N=318)		Education[b] (N=352)		Medicine or Dentistry (N=124)		Clergy (N=475)	
	Agree	Disagree[d]	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Academic freedom:										
Faculty members have right to free expression of opinions	61	33	70	25	80	15	69	28	72	23
Administration should control contents of student newspaper	43	47	37	57	23	71	51	42	45	47
Campus speakers should be subject to screening	74	20	60	36	50	43	81	14	72	23
Reasonable to require loyalty oath from faculty members	63	28	46	47	32	64	58	29	49	42
Who should be served by higher education:										
Attendance is a privilege, not a right	97	02	98	01	95	03	97	02	94	04
Curriculum should be designed to serve diverse student body	57	33	55	38	54	37	70	22	73	17
Should be opportunities for higher education for anyone who wants it	83	12	76	20	82	15	86	11	92	06
Colleges should admit disadvantaged not meeting requirements	61	26	62	27	78	12	50	36	77	12
Other:										
Institution should attempt to solve social problems	57	29	58	29	65	19	65	24	72	20
Increased federal support will mean increased federal control	67	20	59	29	38	47	75	18	53	29
Collective bargaining by faculty has no place in college	82	10	72	20	60	25	66	19	53	29
Fraternities/sororities provide positive influence	53	30	49	37	32	45	48	35	30	52

[a] Excluding junior colleges and all Catholic institutions.

[b] Includes teachers and administrators at all levels of education.

[c] Statements are abridged and modified; for complete statements, see questionnaire in Appendix A.

[d] Percentage "Agree" is a combination of those responding "Strongly Agree" and "Agree." Percentage "Disagree" is a combination of those responding "Strongly Disagree" and "Disagree." Percentages do not add to 100 because of those responding "unable to say."

Table 5

Educational attitudes of public institution trustees with different occupations (in percentages)[a]

Educational Attitudes[c]	Business (N=340)		Law (N=155)		Education[b] (N=66)		Medicine or Dentistry (N=54)	
	Agree	Disagree[d]	Agree	Disagree	Agree	Disagree	Agree	Disagree
Academic freedom:								
Faculty members have right to free expression of opinions	61	35	68	28	73	25	72	24
Administration should control contents of student newspaper	47	48	32	64	34	48	35	55
Campus speakers should be subject to screening	79	17	54	43	58	34	81	13
Reasonable to require loyalty oath from faculty members	66	26	51	47	45	46	61	37
Who should be served by higher education:								
Attendance is a privilege, not a right	83	14	69	26	73	21	74	22
Curriculum should be designed to serve diverse student body	83	11	80	15	89	09	87	09
Should be opportunities for higher education for anyone who wants it	86	09	86	12	87	10	94	04
Colleges should admit disadvantaged not meeting requirements	63	26	66	25	70	16	72	19
Other:								
Institution should attempt to solve social problems	60	26	64	20	70	19	87	09
Increased federal support will mean increased federal control	67	23	60	30	45	51	57	30
Collective bargaining by faculty has no place in college	76	18-	71	22	52	36	67	22
Fraternities/sororities provide positive influence	61	24	51	33	46	31	52	35

[a]Clergymen are not included because of the small number serving on boards of public institutions.

[b]Includes teachers and administrators at all levels of education.

[c]Statements are abridged and modified; for complete statements, see questionnaire in Appendix A.

[d]Percentage "Agree" is a combination of those responding "Strongly Agree" and "Agree." Percentage "Disagree" is a combination of those responding "Strongly Disagree" and "Disagree." Percentages do not add to 100 because of those responding "unable to say."

These data indicate that there are considerable differences of opinion among the occupational groups. At both public and private institutions, trustees who are businessmen tend to be the most conservative. At private institutions, one third of the businessmen disagree with the statement that "faculty members should have the right to express their opinions about any issue they wish in various channels of college communication...without fear of reprisal." Of the five occupational groups, trustees who identify themselves as educators are least likely to disagree with that statement. For the other academic freedom statements a similar response pattern is found. Still considering private institutions, fewer than one fourth of the educators (23 percent) favor censorship of the student newspaper, whereas over half of the physicians and dentists favor this practice; slightly less than one third of the educators agree to the reasonableness of a loyalty oath for faculty members, whereas nearly two-thirds of the businessmen feel this way.

Interestingly, the same general pattern holds for public institution trustees, but the ideological gap between educators and others is not nearly as great. In general it appears that educators on boards of public institutions are more conservative than those at private ones. Though there are probably numerous reasons for this difference, one of the major ones would appear to be the difference in the composition of the occupational subgroup "educator." Over half (55 percent) of the public institution trustees who are educators are teachers or administrators at the primary or secondary school level; only 28 percent of the educators on private institution boards are so employed.

Differences between the occupational groups in terms of their attitudes about who should be served by higher education are not nearly as large or consistent as they are for attitudes about academic freedom. For private institutions, members of the clergy appear to be most eager to push the admissions door wider ajar, whereas at public institutions (where there are not enough members of the clergy to warrant separate analysis) there are no consistent differences among the groups.

Finally, some of the miscellaneous attitudes yield interesting differences. Educators at both types of institutions appear to be least concerned about the possibility of increased federal support leading to increased federal control and, except for clergymen, are least opposed to collective bargaining by the faculty, and least impressed with the positive influence of fraternities and sororities. Businessmen, on the other hand, seem to be those whose opinions are most at odds with educators on these matters.

But what about other differences among these groups? Attitudes aside, is there any evidence that their behaviors as trustees differ very much? In Table 6 a comparison of educational reading habits among private institution trustees demonstrates a dramatic difference in the "information gap" among the groups.[11] Trustees who are educators are far more familiar with the various books and journals relevant to higher education than any other occupational group. With the exception of professional educators, in fact, the reading levels of the other four occupational groups are very similar. These findings are hardly surprising. Naturally, one whose occupation is in the field of education should be expected to read more in the field than someone whose primary professional allegiance is to law, medicine, or whatever. Presumably these people, when they find time from busy schedules for reading, are trying to keep up to date in their own specialties. Therein, however, lies the problem. Assuming that keeping up with the higher education literature has a bearing on how one functions as a trustee--and such a connection is only an assumption--it would seem that some arrangement for keeping trustees' abreast of what's happening in higher education must be devised.

Finally, one further comparison among these occupational groups seems to be relevant. Tables 7 and 8 provide information for the same five occupational groups in terms of the amount of money contributed by trustees as well as the amount they have been able to generate for their institution during the past five years. Trustees from fields of business lead the

---

[11] A similar comparison among public institution trustees is omitted here because of its similarity to the data from private institutions.

Table 6

Educational reading habits of private college and university trustees with different occupations[a]

Books	Percentage who have read some or all of the book:[b] Business (N=1399)	Law (N=318)	Education[c] (N=352)	MD/DDS (N=124)	Clergy (N=475)
AAHE, Faculty Participation in Academic Governance	6	5	25	4	5
Kerr, The Uses of the University	9	8	37	10	8
Perkins, The University in Transition	8	8	31	11	5
Rudolph, The American College and University	5	4	15	6	5
Ruml & Morrison, Memo to a College Trustee	27	29	48	22	23
Sanford, The American College	6	3	31	6	6

Periodicals	Percentage who read the journal occasionally or regularly:[b]				
AGB Reports	7	9	14	9	7
Chronicle of Higher Education	5	6	33	3	3
Educational Record	2	1	32	3	2
EPE 15-Minute Trustee Newsletter	29	31	35	37	33
Journal of Higher Education	5	5	33	6	16

[a]Excluding junior colleges and all Catholic institutions.

[b]See questionnaire (in Appendix A) for exact response format.

[c]Includes teachers and administrators at all levels of education.

Table 7

Financial benefits accruing to private colleges and universities through contributions and efforts of trustees with different occupations[a]

Amount	Percentage of trustees making individual contributions:[b] Business (N=1399)	Law (N=318)	Education (N=352)	MD/DDS (N=124)	Clergy (N=475)	Percentage of trustees generating contributions from others:[c] Business (N=1399)	Law (N=318)	Education (N=352)	MD/DDS (N=124)	Clergy (N=475)
Under $1,000	15[d]	23	52	25	79	13	17	33	26	27
$1,000 - $9,999	39	46	35	59	17	21	23	12	21	33
$10,000 - $29,999	19	14	6	10	0	15	9	6	14	10
$30,000 - $99,999	13	11	3	2	0	13	12	5	2	5
$100,000 - $499,999	8	2	1	0	0	12	7	4	2	4
$500,000 or more	3	0	0	0	0	8	8	10	2	1

[a]Excluding junior colleges and all Catholic institutions.

[b]Includes corporate contributions, foundation money, etc., over five year period. For exact wording see item number 4 in Part III of questionnaire in Appendix A.

[c]E.g., through direct solicitation or contacts, over five year period.

[d]Percentages do not add to 100 because of those omitting the item.

Table 8

Financial benefits accruing to public institutions from trustees with different occupations[a]

Amount	Percentage of trustees making individual contributions:[b] Business (N=340)	Law (N=155)	Education (N=66)	MD/DDS (N=54)	Percentage of trustees generating contributions from others:[c] Business (N=340)	Law (N=155)	Education (N=66)	MD/DDS (N=54)
Under $1,000	51[d]	63	70	54	29	43	49	30
$1,000 - $9,999	25	23	7	37	17	12	4	15
$10,000 - $29,999	6	4	0	2	9	5	3	11
$30,000 - $99,999	5	1	0	0	8	6	0	4
$100,000 - $499,999	3	1	0	0	7	4	0	6
$500,000 or more	0	0	0	0	2	1	0	0

[a] Clergymen are not included because of the small number serving on boards of public institutions.

[b] Includes corporate contributions, foundation money, etc., over five year period. For exact wording, see item number 4 in Part III of questionnaire in Appendix A.

[c] E.g., through direct solicitation or contacts, over five year period.

[d] Percentages rounded to whole numbers and do not add to 100 because of those omitting the item.

other groups in both instances. At private institutions nearly a fourth of the businessmen (24 percent) have individually contributed over $30,000, proportionately almost double the next highest group (lawyers, with 13 percent). Further, almost half of them (48 percent) have been able to generate over $10,000, compared to 36 percent for lawyers. In terms of personal contributions, educators and clergymen donated the smallest amounts, and they are joined by members of the medical professions as low ranking generators of funds, even though 10 percent of the educators--more than any other occupational group--generated contributions of $500,000 or more.

At public institutions (see Table 8) trustees with business occupations again donate and generate more money than the other occupational groups, but in each case at a lower amount. As one example, 43 percent of the businessmen at private institutions have personally donated over $10,000 to their college in the past five years, as opposed to 14 percent at public institutions. Nevertheless, it would appear that even at public institutions, giving money or being able to get it for the institution is an important trustee characteristic. So, whatever differences are found between the various occupational groups in terms of their attitudes, knowledge of higher education, and the like, it may be that such differences are academic. It would appear that ability to give or attract large sums of money is still an important criterion of trustee selection, and successful businessmen are most likely to provide their institutions with this kind of assistance. Furthermore, it appears to be a criterion of the trustees themselves. At private institutions, for example, trustees who become members of the board via selection by the board itself give and generate more money than those who become board members in other ways. Presidential appointees are second in this regard.

Implications for trustee selection

Though the correlations between trustees' background characteristics and their educational attitudes are not large, they are of sufficient

magnitude, as already indicated, to result in considerable attitude differentiation between groups. Thus, knowing whether a given trustee nominee is male or female will not permit an accurate prediction of his or her attitudes but, taking women as a group, it is clear that, in general, their attitudes are more liberal than those of men and adding them to governing boards would have a liberalizing influence on such groups. A similar prediction can be made for young people, those from nonbusiness occupations, and so on. In individual cases, predictions of their educational attitudes would be very imprecise, but in the long run, paying attention to these variables will very likely be reflected in different educational attitudes among board members.

Should this be the case? That is, given the relationships noted earlier, should such variables as sex, age, occupation, and the like be considered in selecting trustees? Many will claim that these are essentially irrelevant characteristics and that the major criteria for trustee selection should continue to be achievement and stature in one's profession or community. Furthermore, one might argue that the criteria for board selection should depend to some extent on the need to create a balance of expertise on the board, such as experience in investments and certain areas of law.

The point to be made, however, is that neither of these positions --that is, that trustee selections should be based on professional achievement and considerations of "balance" on the board--need imply that such variables as age, sex, and occupation cannot also be considered. These criteria are hardly mutually exclusive. There are obviously many women, many young people, and many people from nonbusiness occupations who meet the other criteria. As it is, the tendency to appoint older, male, businessmen is severely constraining the range of attitudes likely to be found on governing boards.

Part II

A CLOSER LOOK AT SEVERAL GROUPS NOT WELL-REPRESENTED ON GOVERNING BOARDS

Our earlier report on the backgrounds, roles, and educational attitudes of trustees pointed out that, as a group, they are quite homogeneous in many ways. To quote from that paper: "In general, trustees are male, in their 50's (though, nationally more than a third are over 60), white (fewer than two percent in our sample are Negro), well-educated, and financially well-off..."[12] The survey made in the fall of 1969, however, suggested that this background homogeneity may be giving way to greater diversity.[13] That is, the very groups that were not well represented on governing boards in the spring of 1968 --women, Negroes, young people, and those from nonbusiness occupations-- were being added at a considerable number of institutions.

In an effort to gain a better understanding of what these new trustees might be like, this section of the paper presents a closer

---

[12]Hartnett, op.cit., p. 19.

[13]Rodney T. Hartnett, A Survey of Changes in the Composition of College and University Governing Boards During 1968-1969. ETS Research Bulletin 70-7, Princeton, N. J. (This complete report is given in Appendix C.)

examination of three of these groups--women, Negroes, and young people--who were already serving on these boards. The tactic, simply, is to make an estimate of what the new trustees will be like by looking carefully at those few trustees from the same underrepresented groups who already served on a college governing board. We have already seen, in Part I of this report, that sex and age are related to certain educational attitudes, but here these variables will be examined more intensively.

One of the problems with this sort of inquiry, of course, is that there is no criterion--or at least we do not have one--for a "good" trustee. As Rauh has already pointed out:

> Diversification is usually measured in terms of occupation, economic position, age, and sometimes sex and race. Unfortunately, these measures are inconclusive, since no one has developed any means for correlating them against some index of quality of trusteeship. No one, to my knowledge, has any basis for stating that a $7,500 per year school teacher would perform in the trustee's role in a manner significantly better than the $70,000 per year corporation lawyer. This case for diversification must rest on the assumption that diverse backgrounds provide a broader point of view and hence a more effective board.[14]

It is possible, however, to see to what extent their educational attitudes differ, taking at least this one aspect of their role out of the realm of speculation. It is also possible to look at some of their behavior--for example, number of books read, money contributed--in order to better understand how they might function as trustees. Of course such an analysis still tells us nothing about the "quality of trusteeship." Hopefully, however, it will provide a base for various conjectures.

The Negro trustee

In the previous report of these same data, it was pointed out that of a national sample of nearly 5,200 trustees, only 68 or 1.3 percent

---

[14]Morton A. Rauh, The Trusteeship of Colleges and Universities, McGraw-Hill, 1969 (p. 100).

were Negroes. Though at the time this figure seemed shockingly small, it is now clear after further analysis, that it was a somewhat misleading overstatement of Negro participation in the governance of American higher education. For a clearer picture of Negro membership on college governing boards at that time, consider Table 9. Of 66 black trustees (data from two Negro trustees could not be classified into any of the categories in Table 9) over three-fourths (76 percent) served on the governing boards of predominantly Negro colleges. Only 16 black trustees --out of a national sample of over 5,000--were members of a governing board of an integrated or predominantly white institution, and of these approximately a third served on junior college boards. Thus, only 11 blacks in our sample were trustees of integrated senior institutions.

In view of these striking facts, it might be well to consider briefly some of the more outstanding characteristics of this very small group of Negroes. They were all men. Compared to Negro trustees at predominantly Negro institutions they were more often Republicans (4 out of the 11 as opposed to 5 out of 43 of the Negro trustees at Negro colleges), and more often conservative or moderate in political ideology (6 out of the 11 regarded themselves as either conservative or moderate as opposed to one third of the black trustees at Negro institutions). None of the 11 were clergymen, whereas 7 of those from Negro college governing boards were.

Obviously, making much ado about differences between two groups when one of the groups consists of only 11 people can be very misleading. Nevertheless, these data do suggest that the few Negroes who attained (or accepted) positions on the boards of integrated institutions were more like those already serving on those boards than were the trustees of predominantly Negro institutions. This is hardly a surprising phenomenon and has had its parallel in the way in which black students are recruited to predominantly white institutions. Yet, the educational wisdom of the practice is questionable. As more disadvantaged or high risk students are admitted to integrated colleges and universities, many different kinds of pressures will be felt. This is already quite

Table 9

Distribution of Negro trustees by type of institution

(1968 national sample)

Traditionally Negro Institutions	Junior Colleges		Colleges		Universities		Totals by Type of Control	
	N	%	N	%	N	%	N	%
Public	0	0	14	21	0	0	14	21
Private:								
Independent	0	0	14	21	2	3	16	24
Catholic	0	0	0	0	0	0	0	0
Other church-related	7	11	13	20	0	0	20	31
Totals by level of offerings	7	11	41	62	2	3	50	76
Other Institutions								
Public	5	8	1	2	6	9	12	19
Private:								
Independent	0	0	1	2	2	3	3	5
Catholic	0	0	0	0	0	0	0	0
Other church-related	0	0	1	2	0	0	1	2
Totals by level of offerings	5	8	3	6	8	12	16	26
Total	12	19	44	68	10	15	66	102[a]

[a]Percentages do not add to 100 because of rounding.

clear, as reflected most resoundingly, perhaps, by the growing demands for black studies. Such transition pains could surely be reduced by insightful counsel and opinion. However, one may wonder if the advice of black trustees wouldn't be more insightful if there were a better representation or balance of backgrounds and ideologies. Including on the governing boards only those who have "made it" in the sense of having attained high status occupations, income, and the like (or, as some would prefer to put it, those who have made it in "whitey's society"), may not be the most judicious practice.

The foregoing is not meant to suggest that, as a group, Negro trustees were little different from non-Negro trustees, but only that Negro trustees at integrated institutions, based on information from 11 trustees only, were more like non-Negro trustees than Negro trustees at Negro institutions. The fact remains, however, that, as a group, Negro trustees differed in many ways from white trustees. This is particularly true with respect to attitudes related to the social and educational problems of Negro Americans. Consider the data in Table 10. Agreement with statements espousing easier access to higher education and concern for contemporary social problems was consistently greater for black trustees than for non-Negroes. Indeed, it would be very surprising if this were not the case. But it is worth reporting here, if only to dispel the notion that Negro trustees don't feel any differently about some of the current higher education problems than their white colleagues. They obviously do. And even if black trustees at predominantly white institutions are chosen on the basis of questionable criteria, they still would appear to be sufficiently different in certain attitudes to add useful perspectives to the typical governing board.

The question now, of course, is whether or not the 66 Negro trustees added to governing boards during the last 18 months are like their predecessors. If so, these new trustees, as a group, can probably be expected to be more interested in seeing higher education become actively involved in solving contemporary social problems, and more interested in universal

Table 10

Extent of Negro and white trustees' agreement with statements espousing institutional concern for social problems and wider access to higher education

Educational Attitudes[a]	Percentage who agree or strongly agree: Negro trustees (N = 66)	White trustees (N = 5114)
Institution should attempt to solve social problems	76	61
Curriculum should be designed to serve diverse student body	82	62
Should be opportunities for higher education for anyone who wants it	89	84
Colleges should admit disadvantaged not meeting requirements	81	65

[a]Statements are abridged and modified; for complete statements, see questionnaire in Appendix A.

higher education, but in neither of these instances are their opinions likely to represent a radical departure from the views of those already serving on these boards.

The female trustee

As was the case with Negro trustees, more refined analysis of the sex makeup of college and university governing boards makes it clear that previous discussions of this topic have been somewhat naive, and have probably tended to overestimate the role women were asked to play in the area of college and university governance. Our first report, for example, indicated that 13 percent of the trustees in our national sample were women, ranging from a low of 8 percent at private universities to a high of 20 percent at Catholic institutions. A more detailed summary of the 1968 governing board memberships of women is given in Table 11.

Note that of the total group of 658 female trustees, nearly half (45 percent) served on boards of women's colleges. Furthermore, only 16.4 percent served on boards of universities, with slightly more on junior college boards, and most (62.4 percent) on four year college boards. Thus, our previous statement that 13 percent of the national sample of trustees were women, while true, is clearly an oversimplification which would appear to exaggerate female memberships on college and university governing boards at the time of this study. In fact, the 289 women serving on boards of coeducational or men's four-year colleges and universities comprised only 8 percent of the total sample of trustees serving on boards of these types of institutions.

Since the time these data were gathered, of course, the scene has undergone considerable change. Our recent national survey (see Appendix C) suggests, for example, that many of these institutions are adding women to their governing boards. Can the characteristics of the women already serving as trustees tell us anything about the likely consequences of this trend? Who are these women and what are they like? And if the women being added are similar to them, what can we expect of these new trustees?

Table 11

Distribution of female trustees by type of institution

(1968 national sample)

Women's Institutions	Junior Colleges		Colleges		Universities		Totals by Type of Control	
	N	%	N	%	N	%	N	%
Public	0	0.0	5	0.8	0		5	0.8
Private:								
Independent	43	6.5	78	11.8	16	2.4[a]	137	20.8
Catholic	22	3.3	114	17.3	0	0.0	136	20.7
Other church-related	1	0.2	17	2.6	0	0.0	18	2.7
Totals by level of offerings	66	10.0	214	32.5	16	2.4	296	45.0
Other Institutions								
Public	36	5.5	18	2.7	49	7.4	103	15.6
Private:								
Independent	14	2.1	80	12.2	36	5.5	130	19.7
Catholic	15	2.3	20	3.0	1	0.2	36	5.5
Other church-related	8	1.2	79	12.0	6	0.9	93	14.1
Totals by level of offerings	73	11.1	197	29.9	92	14.0	362	54.9
Total	139	21.1	411	62.4	108	16.4	658	99.9

[a]That there should be any all-women's universities may startle the reader, but our definition of "university," it will be remembered, is any level IV institution (according to the 1966-1967 Higher Education directory). There were several in our sample.

A summary of some of the more important biographical characteristics of female trustees is presented in Table 12, where the characteristics of trustees of women's colleges are reported separately and data for male trustees are also provided. From these data two general points can be made. First, there were important differences between women who served on boards of women's colleges and those who were trustees of other institutions. Second, both of these groups--or, in other words, women trustees generally--differed in numerous significant ways from their male counterparts.

In terms of the male-female comparison, women trustees less often had advanced degrees, more often held positions in "helping" occupations (for example, community volunteer work, education) than in business, and were more likely than the men to be Democrats and liberal. The education and occupation differences were not surprising, of course, and probably are reflections of certain kinds of biases operating in these other areas.[15] But the ideological difference is one that has not been apparent and is worth exploring in more detail. In what ways, for example, might this ideological difference between male and female trustees be reflected in their attitudes and behaviors as trustees? The data in Table 13 offer a clue.

When compared to men, the women trustees--whom we've already described as being more liberal--were more in favor of free faculty expression of opinion and more opposed to administrative control of the student newspaper and loyalty oaths for faculty members. They were more likely to agree that the institution ought to be actively engaged in solving social problems and less enamored with organized fraternities and sororities as a positive influence for undergraduates. Curiously, they differed very little from men in their attitudes about who should be served by higher education, but in this case both groups so strongly favored broad access to higher education that differences between the two groups are minimal.

---

[15] For a view of the status of women in higher education generally, see a special report, "Women in Higher Education: Challenging the Status Quo," in The Chronicle of Higher Education, February 9, 1970.

Table 12

Distribution of male and female trustees of four-year colleges and universities by selected biographical characteristics (in percentages)

	Female Trustees		Male Trustees
	Women's Institutions (N=230)	Other Institutions (N=289)	(N=3943)
Age			
Under 40	3.9	2.4	4.8
40-49	22.2	16.3	21.0
50-59	37.8	33.6	37.0
60-over	35.7	47.4	36.7
Level of Education			
No Bach. degree	7.4	17.6	9.7
Bach. and/or Master's	67.0	66.1	47.4
Prof. or Ph.D.	22.6	14.6	39.4
Occupation			
Business related	1.2	6.7	42.5
Education (all levels)	36.5	18.0	11.3
Community volunteer	26.1	30.0	0.2
Foundation executive	8.7	5.5	3.3
Other	14.3	20.8	5.0
Alumnus(a) of Institution			
No	28.3	51.6	50.8
Yes, B.A., B.S.	65.2	34.9	38.7
Yes, other degree	3.9	11.8	9.3
Political Party			
Republican	31.3	52.6	61.3
Democrat	56.5	37.4	31.1
Other	5.2	5.5	4.5
Political Ideology			
Conservative	6.5	12.1	21.7
Moderate	67.0	57.8	61.3
Liberal	22.2	25.3	14.8

Table 13

Educational attitudes of male and female trustees at colleges and universities (in percentages)[a]

Educational Attitudes[b]	Female Trustees: Women's Institutions (N=230) Agree[c]	Female Trustees: Women's Institutions (N=230) Disagree	Female Trustees: Other Institutions (N=289) Agree	Female Trustees: Other Institutions (N=289) Disagree	Male Trustees (N=3943) Agree	Male Trustees (N=3943) Disagree
Academic freedom:						
Faculty members have right to free expression of opinions	83	10	78	16	66	29
Administration should control contents of student newspaper	16	77	21	69	42	50
Reasonable to require loyalty oath from faculty members	35	59	43	47	54	37
Who should be served by higher education:						
Attendance is a privilege, not a right	93	5	91	4	93	4
Academic aptitude should be the most important admissions criteria	76	19	69	24	74	21
Should be opportunities for higher education for anyone who wants it	91	6	89	6	84	12
Colleges should admit disadvantaged not meeting requirements	62	26	68	18	66	23
Others:						
Institution should attempt to solve social problems	65	23	70	17	61	25
Students punished by local authorities for off-campus matters should also be disciplined by the college	33	52	43	45	50	38
A coeducational institution provides a better educational setting	31	54	69	19	67	20
Fraternities/sororities provide positive influence	27	66	36	43	47	34

[a]Excluding junior colleges.

[b]Statements in table abridged and modified; for complete statements, see questionnaire in Appendix A.

[c]Percentage "Agree" is a combination of those responding "Strongly Agree" and "Agree." Percentage "Disagree" is a combination of those responding "Strongly Disagree" and "Disagree." Percentages do not add to 100 because of those responding "unable to say."

Differences between the two groups of women trustees suggest that those on boards of women's colleges tended to be somewhat more disposed toward academic freedom, not surprisingly more optimistic about the advantages of single-sex colleges, and less enthused about the value of fraternities and sororities.[16]

In any event, it is clear that the educational attitudes of female trustees differed substantially from the men's attitudes in many important areas. Whether such differences are best explained in terms of their occupations (they were far more often involved in "helping" occupations), a "feminine outlook," or whatever, is relatively unimportant. What is important is that their appointment to trusteeships will probably contribute a more liberal viewpoint to most governing boards.

The young trustee

It is by now well known that college trustees, in general, are not young people. Since the selection of these people to governing boards in the first place is presumably determined on the basis of a record of distinguished achievement of some kind, it should hardly be surprising to learn that youth is not one of their outstanding features. Nationally, over a third of the nation's college trustees surveyed were over 60 years of age and only 5 percent were under 40. As indicated by the data in Table 14, however, there were sizable differences between the age distributions at different types of institutions. Only 1 percent of the private university trustees were younger than 40; nearly half of them (46 percent) were over 60, whereas fewer than one-fourth of the public college trustees were of that age bracket.

---

[16]The differences between the female groups must be interpreted with great care, since characteristics other than sex makeup of the student body might be the major source of the difference. Women's colleges, for example, are nearly always private. Thus, the differences between these groups in terms of academic freedom, for example, may simply be a reflection of their type of control. For a more detailed discussion of this, see the first report.

Table 14

Distribution of trustees' ages by type of institution (in percentages)

	Total Sample	Public College	Public Univ.	Private College	Private Univ.
39 or under	5	4	3	5	1
40 to 49	21	28	20	21	14
50 to 59	37	43	34	35	37
60 to 69	27	20	32	27	36
70 or over	9	4	8	10	10

As with Negroes and women, however, this situation appears to be changing. Our 1969 survey found that nearly one-third of the institutions in the sample have added one or more trustees under 40 since the spring of 1968.

Such facts take on added importance when considered in the context of some of the findings presented in the first section of this report. There it was shown that age is related to various trustee attitudes at all types of higher educational institutions. Specifically, younger trustees (for purposes here, those below the age of 40) tended to be somewhat more liberal in their attitudes toward academic freedom, more likely to feel that the institution should be actively engaged in solving contemporary social problems (from Table 2), and rather consistently in favor of seeing decision making distributed widely on the campus rather than held only by administrators and trustees (from Table 3).

Another indication of the outlook of the younger trustee, and especially how he differs from those who are older, is the way he views the role of the trustee. When asked to indicate what characteristics they felt were "very important" in governing board members, nearly 20 percent of the trustees below the age of 40 chose "generally impatient with the status quo and likes to move ahead with new ideas." Only 7 percent of the trustees over 60 felt that this same characteristic was very important. Conversely, "a general middle-of-the-road point of view" was regarded as important by 19 percent of the trustees under 40, but by 42 percent over 60.

Thus, like some of the other overlooked groups, it appears that the addition of young people will add a more liberal point of view and might inject a refreshing attitude of innovation. Unlike some of their older counterparts, they do not appear to be concerned with how things have been traditionally handled. On the other hand, they do not bring a great deal of world-of work experience to such a position and would doubtlessly not be able to provide the financial boost many institutions look for in their trustees. This latter point is particularly true at private colleges. At private, senior institutions, for example,

Table 15

Financial benefits accruing to private institutions through contributions and efforts of trustees of different age groups[a]

Amount	Percentage of trustees making individual contributions:[b] Under 40	40-59	60 and over	Percentage of trustees generating contributions from others:[c] Under 40	40-59	60 and over
Under $1,000	59[d]	38	20	34	21	17
$1,000 - $9,999	27	40	43	30	26	20
$10,000 - $29,999	7	11	15	11	13	12
$30,000 - $99,999	2	6	11	5	11	10
$100,000 - $499,999	2	3	6	3	7	8
$500,000 or more	0	0	0	0	4	5

[a]Excluding junior colleges and all Catholic institutions.

[b]Includes corporate contributions, foundation money, etc., over five year period. For exact wording see item number 4 in Part III of questionnaire in Appendix A.

[c]E.g., through direct solicitation or contacts, over five year period.

[d]Percentages do not add to 100 because of those omitting the item.

58 percent of the trustees below the age of 40 had an annual income of less than $20,000, proportionately twice as many as their older counterparts. Conversely, 16 percent of the under-40 trustees had annual incomes in excess of $50,000, whereas 36 percent of those over 40 were in this income bracket.

To see what effect this income discrepancy would have on the financial resources of private institutions, examine Table 15. Here one sees that the previously-mentioned income differences are or can be important to the institution. Of the over-60 trustees, 17 percent contributed $30,000 or more to their institution during the past five years, as compared to 4 percent of the trustees under the age of 40. Furthermore, 23 percent of the older trustees were able to generate this amount from other sources, while only 8 percent of the under-40 trustees were as successful. These differences are substantial and are important ones to remember in considering ways of modifying the composition of governing boards, for the financial squeeze, especially on private institutions, will probably get tighter in the years ahead.

Part III

SUMMARY AND DISCUSSION

Summary

On the basis of data gathered from a national survey of college and university trustees conducted during the spring of 1968, this study explores the question of whether trustees' educational attitudes are important, examines the relationship between these attitudes and certain background characteristics, and attempts to look in closer detail at certain groups of people who traditionally were not well represented on college governing boards but have been added by a sizable group of institutions in the past year and one half. In so doing the present report attempts to build on two earlier descriptive summaries of trustees' characteristics based on the same pool of data.

The significance of trustees' attitudes regarding educational matters is suggested by the relationship between these attitudes and certain aspects of the institution's "climate." It was shown, for example, that on a campus where the trustees have liberal views regarding academic freedom, the faculty members tend to perceive the institution as being a "free" place. Conversely, on campuses where trustees are more guarded in their views, the faculty perceive a climate that places more restraints on the academic and personal lives of faculty and students. Trustees' attitudes about "democratic governance"--the extent

to which members of the college community other than trustees and administrators are involved in making decisions--are similarly related to faculty members' views of how democratically their institution is governed.

Trustees' educational attitudes and behavior are shown to be related to a host of personal background characteristics. Sex, age, level of education, political ideology, political party affiliation, and occupation are all seen to be important factors in understanding trustees' attitudes. Briefly, women tend to be somewhat more liberal in their views than men, younger trustees more liberal than older ones, trustees who hold earned advanced degrees more liberal than those who do not, political liberals and conservatives to hold corresponding educational views, and trustees from business occupations more conservative than trustees of other occupational groups, particularly educators. In terms of their behavior as trustees, educators on governing boards tend to be the best informed (or, at least, are most familiar with the "literature" of higher education) but the poorest source of revenue--either personally or through contacts--of all the occupational groups. Businessmen and attorneys--in that order--appear to be the leaders in this regard.

Finally, women, Negroes, and people under 40--three groups traditionally underrepresented as trustees, but of late being added to the governing boards of many institutions--are considered in more detail. Two of these groups--women and Negroes--were even more underrepresented than originally believed. Prior to the recent additions, for example, women comprised only 8 percent of the trustees of coeducational and men's senior institutions. For Negroes, the situation was even worse. Only 11 black trustees--from a national sample of over 5,000--served on boards of integrated senior institutions.

If the new trustees from these groups resemble those already serving as trustees, it would seem that they will probably exert a liberal influence. Women trustees, for example, were more in favor of the principles of academic freedom and democratic governance than their male counterparts, and Negroes were more interested in seeing colleges and universities play an active role in solving social problems and admitting

disadvantaged students than non-Negro board members. The third under-represented trustee--people under 40--would probably add a fresh outlook to most governing boards, but at the same time is likely to diminish the amount of financial contribution that can be expected from the board.

Discussion

In the last two years there has been a great deal of consideration and discussion about the appropriate roles of college and university governing boards. For many years a behind-the-scenes force in American higher education, they have now come--or been pushed--to center stage. As a partial result of this, much has been learned about trustees as a group. Nevertheless, these empirical descriptions of who trustees are do not answer at least two other important questions: who should they be and what should be their major role? Any attempt to answer either of these questions separately, however, will be fruitless. What kinds of people to select as trustees should be determined, at least in part, on what is expected of them. Traditionally, American college trustees were regarded as keepers of the college coffers, and even today the major role that many of them play is strongly oriented toward the financial affairs of the institution--thus, one reason for the disproportionate number of businessmen serving on governing boards. In practice, it has been a logical thing to do.

As is well-known, however, higher education has changed dramatically in the last decade, and what once was reasonable may no longer be so. Just as the nature of the collegiate experience today bears little resemblance to the collegiate days of yesteryear, so the role of the trustee has changed. Consider just a few of the "problem areas" troubling many college campuses today--demands by many black student groups for a separate curriculum and segregated housing facilities, demands by student radicals to abolish ROTC units and "classified" research, the move to coeducation at many institutions with a long tradition of cloistered campuses (and the resulting furor from alumni), and faculty strikes of one kind or another. Though in many instances the problem can be solved

by representative groups of students, faculty or others, often a satisfactory resolution is not possible. In such instances the trustees, willingly or otherwise, are becoming the pivotal force. Selecting trustees with backgrounds and experience relevant to these problems would seem to be sensible and desirable.

This is not meant to suggest that the mere modification of boards in the direction of greater diversity of background characteristics will be a panacea for solving the problems of higher education. Obviously, the trustee's understanding of and support for the goals of the institution, his willingness to devote considerable time and energy (not just money) toward its betterment, his creative and innovative ideas--all these intangible characteristics surely must continue to be crucial. But it does appear that the very likelihood of these orientations emerging from governing boards will be greater at institutions where considerations of certain kinds of balance--in terms of age, sex, race, occupation, and the like--have been made.

Some may balk at the suggestion of deliberately attaining representativeness on governing boards, however. In explaining his opposition to student and faculty membership on the Yale governing board, for example, Kingman Brewster argues that the trustee's credibility depends in significant part "on the widespread confidence by faculty, alumni, and the public that they are not spokesmen for any special interest inside or outside the university," and that "any representation of faculty, students, or anyone else directly affected by their decision would immediately corrupt the essence of trusteeship and turn it into a legislative forum of 'blocs'."[17] As far as student and faculty representation on trustee boards is concerned, Mr. Brewster's argument clearly has merit. It's worth mentioning, in fact, that in the state of Michigan, students and faculty are both barred from membership on boards of state-supported

---

[17]From Brewster's "The Report of the President, Yale University: 1968-69," Yale University Press, 1969, p. 20.

colleges under the ruling that such membership would create "a substantial conflict of interest."[18]

Though Brewster's comments refer specifically to students and faculty members from the same institution as the board in question, the same points could be raised by those who would oppose broader representation of the kind meant here, that is, a better balance of backgrounds and values in keeping with the nature and purposes of the institution. Such an argument seems far-fetched, however. For example, female trustees could hardly be regarded as representatives of the women students and Negro trustees as spokesmen for the black students, with neither group being concerned about the rest of the institution. It is highly unlikely that they would see themselves as "legislators" or as having any direct "constituency." Rather, because of their backgrounds and present perspectives they would lend wisdom and experience to the board where it would seem to be sorely needed.

Still, in spite of signs of greater popularity of this new breed of trustee, the long-term outlook for broader representation of this kind is very uncertain, and the financial facts of life at many institutions, particularly private ones, make this understandable. Making the most informed decision or recommendation about, say, a controversial new curriculum, won't be all that important if the institution must close down a week later because it can't meet its payroll. In the absence of a heavy dose of federal aid to private colleges, money will probably continue to be a major consideration in trustee appointments for many years, and it would be naive to lose sight of the fact. Thus, it will doubtless continue to be common practice, particularly at private institutions to appoint people who, through personal wealth or professional financial knowledge, can enhance the financial well-being of the institution. In commenting on these questions as desiderata for trustees at New York University, for example, one observer has remarked: "What NYU has in its

---

[18] For more details on this situation, see "Student Service on State College Boards Ruled Conflict of Interest in Michigan," The Chronicle of Higher Education, February 16, 1970, p. 1.

trustees is an elite passkey into any gathering of influential people, representatives who can front for the university in the interlocking directorate world of big business, higher education, public service, and government. Such contacts are important both to NYU's finances and its public image."[19]

One may argue, however, that it would make sense to separate these important fiscal responsibilities from those more directly concerned with the educational program of the institution. Granting the importance of the role just described, does it necessarily follow that these same people will be the most judicious when it comes time to decide upon a proposed black studies program or new admissions criteria? Though vitally important, the possession of, or great knowledge about, money cannot be allowed to become the sine qua non of trusteeships, even at private institutions. As such, it clearly operates against many kinds of people whose opinions and achievements in other ways could greatly enrich the overall quality of most governing boards. In Clark Kerr's words, "Higher education has become everybody's business. The campus is no longer on the hill with the aristocracy, but in the valley with the people."[20] It may now be time for the valley residents to comprise a greater proportion of trustees as well.

The idea of a two-board system--one primarily concerned with the fiscal stability of the institution, the other with the educational program (broadly defined)--is hardly new, of course. Many institutions, particularly in the private sector, have had two boards for years. Unfortunately, however, the characteristics of the members of the two boards have too often been indistinguishable. Now, as women, Negroes, young people, and people from nonbusiness occupations are added to

---

[19]Mike Bassett, "Corporate Imagery in the Service of Academia" Heights Daily News, (of New York University) December 4, 1969. This special report is an extremely informative and well-written account, from a student's view, of the ins and outs of the trusteeship at one large, urban university.

[20]Clark Kerr, "Governance and Functions," page 111 in The Embattled University, Winter 1970 issue of Daedalus (Vol. 99, No. 1).

governing boards, perhaps the adoption of a two-board plan, or some similar arrangement to accommodate diversity on the board and maintain fiscal vitality, will attain greater popularity. For it seems likely that the recent trend toward broader representation on governing boards is more than a passing fancy. There is no evidence for this assertion, of course, and time must be the judge. But the external pressures and occasional internal insights that have led to the recent addition of previously underrepresented groups are likely to grow stronger before they abate. In the long run, in fact, the whole idea of a hierarchical structure in American colleges and universities, with the board of trustees at the top, may give way to a more egalitarian form of governance. Until this happens, however--or perhaps <u>while</u> this is happening--the increased representation of women, Negroes, young people and others traditionally absent from trustee groups may well set the tone for the 1970s, adding an uncommonly liberal element to many governing boards.

Appendix A

American Association for Higher Education
Association of Governing Boards

COLLEGE TRUSTEE STUDY

Administered by Educational Testing Service
Princeton, New Jersey February, 1968

Please print, on line 1 to the right, the name of the college or university on whose governing board you serve. If you are a governing board member at more than one institution, please print the name of each (up to four), but use line 1 for the institution on whose board you are most active or which, in general, you regard as most important for you.

Institution

1 _____
2 _____
3 _____
4 _____

Make No Marks Here
○ ○
○ ○
○ ○
○ ○

MARKING INSTRUCTIONS:

This questionnaire will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your careful observance of these few simple rules will be most appreciated. Use soft black lead pencil only (No. 2½ or softer). Make heavy black marks that completely fill the circle. Erase completely any answers you wish to change. Avoid making any stray marks in this booklet.

EXAMPLE: Will marks made with ball pen, fountain pen or colored pencils be properly read? Yes ○ No ●

Make No Marks Here

⓪⓪⓪	⓪⓪	⓪⓪
①①①	①①	①①
②②②	②②	②②
③③③	③③	③③
④④④	④④	④④
⑤⑤⑤	⑤⑤	⑤⑤
⑥⑥⑥	⑥⑥	⑥⑥
⑦⑦⑦	⑦⑦	⑦⑦
⑧⑧⑧	⑧⑧	⑧⑧
⑨⑨⑨	⑨⑨	⑨⑨

THIS QUESTIONNAIRE IS REGARDED AS CONFIDENTIAL AND WILL BE USED FOR STATISTICAL PURPOSES ONLY. IT WILL NOT BE RELEASED IN ANY WAY THAT WILL ALLOW IT TO BE IDENTIFIED WITH YOU OR ANY INSTITUTION.

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

PART I

1. Sex:

Male ..... ○
Female ..... ○

2. Age at last birthday:

39 or under ... ○
40 to 49 ..... ○
50 to 59 ..... ○
60 to 69 ..... ○
70 or over .... ○

3. What is your race?

Caucasian.... ○
Negro ..... ○
Oriental..... ○
Other..... ○

4. Please indicate the amount of formal education you have. Check only the highest level (i.e., mark only one alternative).

Did not graduate from secondary school ..... ○
Graduated from secondary school ..... ○
Some college, but did not obtain degree ..... ○
Graduated from junior college (earned A.A. degree) ..... ○
Graduated from college (earned baccalaureate degree) ..... ○
Attended professional (e.g., law or medical school) or graduate school but did not attain a professional or graduate degree ..... ○
Attained master's degree (e.g., M.A., M.B.A.) ..... ○
Attained a professional degree requiring at least 3 years of post graduate work (e.g., M.D., L.L.B.) ..... ○
Attained a doctorate degree (e.g., Ph.D., Ed.D.) ..... ○

CONTINUE ON TO PAGE 2 ➡

Copyright©1968 by Educational Testing Service. All rights reserved.

5. Please estimate your total family income last year. Consider annual income from all sources before taxes.

Less than $6,000 ○	$30,000 to $49,999 ○
$6,000 to 9,999 ○	$50,000 to $74,999 ○
$10,000 to $14,999 ○	$75,000 to $99,999 ○
$15,000 to $19,999 ○	$100,000 or more ○
$20,000 to $29,999 ○	

6. What is your religious affiliation?

Protestant ○

Catholic ○
Jewish ○
Other religion ○
No formal religion ○
→ Skip to question 8

7. What has been your main Protestant denominational affiliation?

- Baptist ○
- Christian Church, Church of Christ ○
- Episcopal ○
- Lutheran ○
- Methodist ○
- Presbyterian ○
- Unitarian or Universalist ○
- United Church of Christ ○
- Other ○

8. Which of the following statements represents the relationship between your personal religious affiliation (as marked in questions 6 and 7 above) and that of the institution on line 1 of the first page?

- The institution is not church-related ○
- The institution is church-related, but I have no personal religious affiliation ○
- The institution is affiliated with a religion or denomination different from my own ○
- My personal religious affiliation is the same as that of the institution ○

9. On how many college or university governing boards have you <u>previously</u> served exclusive of your present board membership(s)?

None ○	Three ○
One ○	Four ○
Two ○	Five or more ○

10. How long have you been a member of the board entered on line 1 of the first page?

- Less than one year ○
- One year, but less than four ○
- Four years, but less than eight ○
- Eight years, but less than twelve ○
- Twelve years or more ○

11. Of how many corporation boards whose shares are traded on a stock exchange have you been a member over the past five years?

None ○	Two ○
One ○	Three or more ○

12. Exclusive of college governing and corporation boards, of how many other boards have you been a member over the past five years (e. g., board of education, church, cultural affairs, scouts, community service, etc.)?

None ○	Three ○
One ○	Four ○
Two ○	Five or more ○

13. Your institution (line 1 of page 1) and home residence are in:

- Same community ○
- Different communities but the same state ○
- Different states but the same general region ○
- Different regions ○

14. Did you receive a degree from the institution listed on line 1 of page 1? (Please mark only <u>one</u> answer.)

- No ○
- Yes, an earned baccalaureate ○
- Yes, an earned advanced degree ○
- Yes, an honorary degree ○
- Yes, more than one degree, one of which was an earned baccalaureate ○
- Yes, more than one degree, but not an earned baccalaureate ○

15. Are you an executive of a corporation whose shares are traded on a stock exchange?

Yes ○ No ○

16. Indicate the <u>one</u> category which best describes your primary occupation. (If retired, indicate your former occupation.)

- Executive or administrative member of a manufacturing firm ○
- Non-executive member of a manufacturing firm ○
- Executive or administrative member of a merchandising firm ○
- Non-executive member of a merchandising firm ○
- Executive or administrative member of a banking, investment or insurance firm ○
- Non-executive member of a banking, investment or insurance firm ○
- Executive or administrator of a non-profit foundation or organization ○
- Non-executive member of a non-profit foundation or organization ○
- Judge ○
- Partner of a law firm with ten or more lawyers ○
- Partner of a law firm with fewer than ten lawyers ○
- Lawyer, not partner of a law firm ○
- Non-elected public administrator in local or state government ○
- Non-elected public administrator in the Federal Government ○
- Elected official in local or state government ○
- Elected official in the Federal Government ○
- Officer or administrator of an institution or institutions of higher education ○
- Faculty member in an institution of higher education ○
- Teacher or administrator of one or more primary and/or secondary schools ○
- Volunteer in community or public service ○
- Doctor of medicine or dentistry ○
- Member of the clergy ○
- Engineer or architect ○
- Research scientist (other than college faculty member) ○
- Journalist ○
- Author, playwright, artist, musician ○
- Accountant ○
- Consultant ○
- Labor union official ○
- Farmer, rancher, agriculturalist ○
- Other ○

PART II

Please indicate the extent of your agreement or disagreement with each of the following statements, <u>as they apply to the institution indicated on line one of the first page</u>.

	Strongly agree	Agree	Unable to say	Disagree	Strongly disagree
1. Attendance at this institution is a privilege, not a right.	○	○	○	○	○
2. In making admissions decisions, academic aptitude should be the most important criterion (i.e., given greatest weight)	○	○	○	○	○
3. Faculty members should have the right to express their opinions about any issue they wish in various channels of college communication, including the classroom, student newspaper, etc., without fear of reprisal	○	○	○	○	○
4. The administration should exercise control over the contents of the student newspaper	○	○	○	○	○
5. All campus speakers should be subject to some official screening process	○	○	○	○	○
6. There should be faculty representation on the governing board	○	○	○	○	○
7. Students who actively disrupt the functioning of a college by demonstrating, sitting-in, or otherwise refusing to obey the rules should be expelled or suspended	○	○	○	○	○

		SA	A	U	D	SD
8.	The grading system now in use needs to be modified	O	O	O	O	O
9.	An active research interest is a prerequisite for good undergraduate teaching; a man who does no research on a subject soon becomes less qualified to teach it	O	O	O	O	O
10.	The value of the Ph. D. (or Ed. D.) is overemphasized in recruiting faculty	O	O	O	O	O
11.	The institution should be actively engaged in solving contemporary social problems	O	O	O	O	O
12.	Teaching effectiveness, not publications, should be the primary criterion for promotion of faculty	O	O	O	O	O
13.	The institution should serve as a cultural center for the population in the surrounding region	O	O	O	O	O
14.	The curriculum should be deliberately designed to accommodate a wide diversity in student ability levels and educational-vocational aspirations	O	O	O	O	O
15.	The institution should be as concerned about the personal values of its students as it is with their intellectual development	O	O	O	O	O
16.	Students involved in civil disobedience off the campus should be subject to discipline by the college as well as by the local authorities	O	O	O	O	O
17.	There should be more professional educators on the board of trustees	O	O	O	O	O
18.	The more appropriate role of the college president is that of mediator rather than leader	O	O	O	O	O

The following series of statements refer to higher education in general. In responding to these statements, do not limit your frame of reference to the institution on line one of the first page (as in the previous series), but instead, indicate your agreement or disagreement in terms of American higher education as a whole.

		SA	A	U	D	SD
19.	There should be opportunities for higher education available to anyone who seeks education beyond secondary school	O	O	O	O	O
20.	The requirement that a professor sign a loyalty oath is reasonable	O	O	O	O	O
21.	A definite institutional religious commitment or philosophy does not necessarily preclude a genuine exposure of the student to alternative views nor prevent free inquiry and expression on the part of the faculty	O	O	O	O	O
22.	Increased federal support of higher education will mean increased federal control	O	O	O	O	O
23.	The typical undergraduate curriculum has suffered from the specialization of faculty members	O	O	O	O	O
24.	Colleges should admit socially disadvantaged students who appear to have potential, even when such students do not meet normal entrance requirements	O	O	O	O	O
25.	Traditionally Negro institutions serve a necessary function by offering the Negro student a curriculum which more nearly meets his needs and educational background	O	O	O	O	O
26.	A coeducational institution provides a better educational setting than a college for only men or women	O	O	O	O	O
27.	Collective bargaining by faculty members has no place in a college or university	O	O	O	O	O
28.	Running a college is basically like running a business.	O	O	O	O	O
29.	Fraternities and/or sororities (or similar social clubs) provide an important and positive influence for undergraduates	O	O	O	O	O

Below is a selection of campus policy matters which, from time to time, require decisions. We are interested in learning your impression of which group or groups affiliated with the institution on line one of the first page should exercise major authority in making the decision. Where only one group should have major authority (even though several groups may be involved), mark only one circle. For matters which you feel should be decided by two or more groups having major authority, mark all that would be included.

Example: You may feel that a decision should be made by the board alone or with the board as the only group having major authority (as in a), with the board and the administration each having major authority (as in b), with the students, faculty and trustees each having major authority (as in c), etc.

	students	faculty	adminis.	trustees	other
(a)	○	○	○	●	○
(b)	○	○	●	●	○
(c)	●	●	○	●	○

PLEASE RESPOND TO EACH STATEMENT AS YOU THINK IT SHOULD APPLY TO THE INSTITUTION ON LINE ONE OF THE FIRST PAGE.

30. Adding or deleting specific courses	○	○	○	○	○
31. Adding or deleting a degree program(s)	○	○	○	○	○
32. Establishing rules regarding student housing	○	○	○	○	○
33. Nomination of speaker for commencement address	○	○	○	○	○
34. Appointment of the college president	○	○	○	○	○
35. Determination of the tuition (or fees)	○	○	○	○	○
36. The future of a professor accused of immoral conduct with students	○	○	○	○	○
37. Tenure decisions for specific faculty members	○	○	○	○	○
38. Disciplinary action against a student for cheating on an examination	○	○	○	○	○
39. Determination of institutional policy regarding organized student protests	○	○	○	○	○
40. Appointment of the academic dean or chief academic officer	○	○	○	○	○
41. Policies regarding faculty leaves and sabbaticals	○	○	○	○	○
42. Decisions regarding general admissions standards and criteria	○	○	○	○	○
43. Awarding of honorary degrees	○	○	○	○	○
44. Nature and scope of the athletic program	○	○	○	○	○
45. Creation or elimination of local chapters of fraternities and/or sororities	○	○	○	○	○

46. Many feel that the single most important decision made by a governing board is the choice of a new president. Please indicate your feelings regarding the importance of the following characteristics which might be considered in the selection of a new president for your institution.

	Absolutely Essential	Important	Not Important	Undesirable
Experience in college administration	○	○	○	○
Experience on college faculty	○	○	○	○
Holder of earned Ph.D.	○	○	○	○
Particular religious affiliation	○	○	○	○
Experience in high-level business management	○	○	○	○
Alumnus of the institution	○	○	○	○
Personal life free from "complications" (e.g., divorce)	○	○	○	○
Polished personal style	○	○	○	○
Member of clergy controlling institution	○	○	○	○
Contacts, the ability to raise funds	○	○	○	○

47. What is your political party preference?

- Republican ○
- Democrat ○
- Other ○

48. Which of the following best describes your political ideology or leaning?

- Conservative ○
- Moderate ○
- Liberal ○

49. Of the persons listed below, indicate your impression of the extent to which the political or social views of each agree with yours.

	Very similar to mine	More similar than dissimilar	More dissimilar than similar	Very unlike mine	Don't know
H. Rap Brown	O	O	O	O	O
William Buckley, Jr	O	O	O	O	O
William Fulbright	O	O	O	O	O
John Kenneth Galbraith	O	O	O	O	O
Barry Goldwater	O	O	O	O	O
Lyndon Johnson	O	O	O	O	O
Robert Kennedy	O	O	O	O	O
Martin Luther King	O	O	O	O	O
Eugene McCarthy	O	O	O	O	O
Richard Nixon	O	O	O	O	O
Ayn Rand	O	O	O	O	O
Ronald Reagan	O	O	O	O	O
Nelson Rockefeller	O	O	O	O	O
Benjamin Spock	O	O	O	O	O
Norman Thomas	O	O	O	O	O
George Wallace	O	O	O	O	O
Robert Welch	O	O	O	O	O
Whitney Young	O	O	O	O	O

PART III

This section consists of questions about your activities as a trustee. If you are a member of more than one board, throughout this section of the questionnaire please respond with reference to the institution listed on line 1 of page 1.

1. How many times did your board meet during the past calendar year (January '67 through December '67)?

- Twice or less ..... O
- Three or four times ..... O
- Five to eight times ..... O
- Nine or more meetings ..... O

2. What percent of these meetings were you able to attend?

- All ..... O
- Not all, but more than 75% ..... O
- One half to three quarters ..... O
- Fewer than half ..... O

3. Approximately how many hours per year (including travel time) do you spend on each of the following board-related activities?

	Usually None	One to 20 hrs.	21 to 50 hrs.	51 to 80 hrs.	More than 80 hours
In full board meetings	O	O	O	O	O
In committee meetings	O	O	O	O	O
Attending ad hoc meetings of college groups	O	O	O	O	O
Making speeches on behalf of the institution	O	O	O	O	O
Soliciting contributions	O	O	O	O	O
Recruiting students	O	O	O	O	O
Personal conferences with college personnel	O	O	O	O	O
Other	O	O	O	O	O

4. Indicate in column A to the right the approximate amount of money you contributed to the college during the past five years. Include money controlled by you (e.g., corporate contributions, private foundation money, etc.) Then, in column B, indicate the approximate contributions generated by your efforts through direct solicitation or contacts.

	A Contributed by you	B Generated by your efforts
Under $1,000	O	O
$1,000 to $9,999	O	O
$10,000 to $29,999	O	O
$30,000 to $99,999	O	O
$100,000 to $499,999	O	O
$500,000 to $999,999	O	O
$1,000,000 or over	O	O

5. How did you come to be a member of the governing board?

- Elected by the public as representative of a political party O
- Elected by the public as non-partisan candidate O
- Elected by alumni O
- Selected by the board itself O
- Appointed by the president O
- Appointed by governor or government official O
- Ex officio member by virtue of some position external to the college O
- Chosen by a church conference, religious order, or some other religious body O
- Other O

6. How important would you regard the following characteristics for governing board members at your institution?

	Very important	Important	Unimportant (irrelevant)	Undesirable
Stature in his or her community	O	O	O	O
Stature in chosen vocation or occupation	O	O	O	O
Generally known to other trustees	O	O	O	O
Has sufficient time to devote to the trusteeship	O	O	O	O
A generally middle-of-the-road point of view	O	O	O	O
Alumnus of the institution	O	O	O	O
Holds strong views about most matters	O	O	O	O
Potential to make substantial financial contributions	O	O	O	O
Generally impatient with the status quo and likes to move ahead with new ideas	O	O	O	O

7. Please indicate the extent of your familiarity with the publications listed to the right.

Use the key below in responding:

1 = Have read completely
2 = Have read portions
3 = Have briefly examined, but not read
4 = Know of the book, but haven't seen it
5 = Have never heard of it

	1	2	3	4	5
AAHE, Faculty Participation in Academic Governance	O	O	O	O	O
Brubacher and Rudy, Higher Education in Transition	O	O	O	O	O
Corson, The Governance of Colleges and Universities	O	O	O	O	O
Dodds, The Academic President: Educator or Caretaker?	O	O	O	O	O
Goodman, The Community of Scholars	O	O	O	O	O
Hofstadter and Metzger, Development of Academic Freedom in the United States	O	O	O	O	O
Kerr, The Uses of the University	O	O	O	O	O
McGrath, The Predominantly Negro Colleges and Universities in Transition	O	O	O	O	O
Millett, The Academic Community	O	O	O	O	O
Pattillo & Mackenzie, Church-Sponsored Higher Ed.	O	O	O	O	O
Perkins, The University in Transition	O	O	O	O	O
Rauh, College and University Trusteeship	O	O	O	O	O
Rudolph, The American College and University	O	O	O	O	O
Ruml & Morrison, Memo to a College Trustee	O	O	O	O	O
Sanford, The American College	O	O	O	O	O

8. **What is the extent of your familiarity with the educational periodicals listed to the right?**

Use the key below in responding:

1=read regularly
2=read, but not regularly
3=have read only several articles from this periodical which were brought to my attention
4=am familiar with this periodical but have never read it
5=am not familiar with this periodical

	1	2	3	4	5
AGB Reports	O	O	O	O	O
Chronicle of Higher Education	O	O	O	O	O
College and University Business	O	O	O	O	O
College Management	O	O	O	O	O
Educational Record	O	O	O	O	O
EPE 15-Minute Trustee Newsletter	O	O	O	O	O
Higher Education and National Affairs	O	O	O	O	O
Journal of Higher Education	O	O	O	O	O
Journal of Negro Education	O	O	O	O	O
Junior College Journal	O	O	O	O	O
Liberal Education	O	O	O	O	O
Other	O	O	O	O	O

9. **What trustees actually "do" has always been a difficult question to answer. Depending on the size of the institution and its operating practices, trustee participation ranges from actually making decisions (in the sense of weighing evidence) to confirming actions already committed.**

Listed below are a series of topics commonly considered by trustees. You are asked to indicate the degree to which you were involved in such topics. Mark the highest level of involvement, whether as an individual, a member of a committee, or a member of the entire board. Fill in one circle only. If you were not involved in the subject, leave the line blank. Use the following definitions as a guide to completing this question:

Decided: You were directly involved in the decision-making process. Alone or with others, you examined the data and decided on a course of action.

Reviewed and Advised (R & A): You considered proposals made by others (usually staff of the college). You reviewed these proposals and advised those who were in the process of making them.

Approved or Confirmed (A or C): You took a pro-forma action on decisions already committed; decisions which could not be changed substantively at that point in time.

	Decided	R & A	A or C
Personnel			
Faculty appointments	O	O	O
Wage scales of non-faculty personnel	O	O	O
Retirement plans	O	O	O
Student life			
Dormitory rules	O	O	O
Athletic programs	O	O	O
Policies on student-invited speakers	O	O	O
Finance			
Investments	O	O	O
Budget – detailed analysis	O	O	O
Long-range planning	O	O	O
Plant			
Development of a campus master plan	O	O	O
Selection of an architect	O	O	O
Architectural drawings for a particular building	O	O	O
Educational program			
Decision about a research contract	O	O	O
Changes in the undergraduate program	O	O	O
Instructional methods	O	O	O
Library services	O	O	O
Admissions policies	O	O	O
External affairs			
Fund raising plans	O	O	O
Alumni affairs	O	O	O
Selection of new trustees	O	O	O

Appendix B

A DESCRIPTION OF THE SCALES FROM THE TRUSTEE QUESTIONNAIRE USED TO MEASURE ATTITUDES TOWARD ACADEMIC FREEDOM AND DEMOCRATIC GOVERNANCE

Though each item included in the trustee questionnaire (presented in Appendix A) was included because it was felt that each one assessed an attitude worth knowing about in its own right, it is at the same time true that the summary of responses to a set of items taken together, in certain cases, can yield a more stable measure of a particular trait--an attitude, in this case--than is possible with a single item. Two such sets of items or scales were employed in this research: one, consisting of four items and yielding a possible score range of 4-16, was used as a measure of attitude toward academic freedom; the second, consisting of 16 items and yielding a possible score range of 16-176, was used as a measure of attitude toward democratic governance. Some brief characteristics of these two measures are included here.

Academic Freedom

The four items forming the Academic Freedom scale used in this research were:

Questionnaire Number		Scoring
Part II Item #3	Faculty members should have the right to express their opinions about any issue they wish in various channels of college communication, including the classroom, student newspaper, etc., without fear of reprisal.	SA=4, A=3 D=2, SD=1
Part II Item #4	The administration should exercise control over the contents of the student newspaper.	SA=1, A=2, D=3, SD=4
Part II Item #5	All campus speakers should be subject to some official screening process.	SA=1, A=2, D=3, SD=4
Part II Item #20	The requirement that a professor sign a loyalty oath is reasonable.	SA=1, A=2, D=3, SD=4

Thus, the scores on this scale could range from 4-16. The actual distribution of scores, with other summary characteristics, were as follows (based on the total trustee sample):

Mean =	10.13
Lowest score =	4.0
Highest score =	16.0
Standard Deviation =	2.43
Reliability (Coefficient Alpha) =	.76

Democratic Governance

The 16 items comprising the Democratic Governance scale were items 30-45 of Part II of the Questionnaire (see Appendix A). The scoring of these items was considerably more complex than for the Academic Freedom scale, since more than one response could be chosen by each trustee. Briefly, the highest score for any one item, that is, 11, was obtained by responding that all four campus groups--students, faculty, administrators, and trustees ("other" responses were not scored)--should have major authority in making the decision: thus, a high Democratic Governance attitude. The lowest score (1) was obtained by responding that only trustees should have major authority in making the decision. Other various combinations of responses were assigned values between one and 11. The possible range of scores was thus 16-176. The actual distribution of scores, with other summary characteristics, were as follows (based on the total trustee sample):

Mean =	60.52
Lowest score =	17.00
Highest score =	176.00
Standard Deviation =	15.43
Reliability (Coefficient Alpha) =	.78

APPENDIX C

RB-70-7

A SURVEY OF CHANGES IN THE COMPOSITION OF COLLEGE AND UNIVERSITY GOVERNING BOARDS DURING 1968-1969

Rodney T. Hartnett

Abstract

A survey of the presidents of 536 institutions participating in a 1968 study of college and university trustees was conducted to determine what changes, if any, had occurred in the composition of their governing boards in the direction of greater representation of groups not previously found in such positions. The data suggest that very few institutions --only 3% of the national sample--added students or faculty members to their boards during the 18 months since the time of the original trustee study. Increases in trustees from other groups not previously well represented on governing boards, however--e.g., Negroes, women, persons under the age of 40--were substantial. Differences between types of institutions are noted.

Educational Testing Service
Princeton, New Jersey
February, 1970

A SURVEY OF CHANGES IN THE COMPOSITION OF COLLEGE AND UNIVERSITY GOVERNING BOARDS DURING 1968-1969

Rodney T. Hartnett

In the Spring of 1968, Educational Testing Service conducted a national survey of members of college and university governing boards in order to learn something about their biographical characteristics, educational attitudes, and roles as trustees.[1]

Of the many findings from that study, one of the least surprising--and at the same time perhaps most important--was the homogeneity of trustees in terms of certain background characteristics. Specifically, trustees were found to be predominantly men (only 13% were women), somewhat older (5% were under age 40), white (96%), and from professional occupations, often in business (with only 13% from education and practically none from the "creative arts").

As subsequent, more detailed analyses of some of these data were being carried out in late 1969, however, there were indications that some of these overall characteristics of trustees had undergone considerable change. In the 18 months since the time the data were gathered--and especially in the 12 months or so since the first report was issued--numerous articles and news stories in various popular magazines and newspapers were heralding the dramatic changes that seemed to be taking place in the composition of many college and university governing boards. Thus, the New York Times editorialized in October

---

[1]See Rodney T. Hartnett, College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes, Princeton, New Jersey, Educational Testing Service, 1969. The study was conducted in conjunction with Morton A. Rauh, whose book The Trusteeship of Colleges and Universities (McGraw-Hill, 1969) was based partially on the same data.

of 1969, "Now a healthy tide is running toward reform of college boards of trustees to add diversity to their membership..."[2]

Such a "healthy tide...running toward reform," if true, obviously carried with it many implications for the analyses of the data which was by now some 18 months old. Had the composition of these governing boards already changed so much that these data were no longer relevant or useful? This was an important question, and it clearly made no sense to continue with the analyses already under way -and to issue a report based on these data--if the changes during the intervening year and one half suggested they were already out of date.

Aside from the implications such board changes might have for analysis of the trustee data, however, there was the more straightforward concern with verifying a presumed phenomenon. That is, regardless of whether we had conducted an earlier survey of trustees, the point is that a change of major significance was being reported as occurring in American higher education, and it seemed vitally important to learn, through orderly, objective procedures, whether such a change was in fact taking place.

Thus, it was decided, in the fall of 1969, to survey the presidents of the institutions included in the original trustee study, asking them to indicate the changes, if any, that had occurred in certain categories of composition of their board. The "certain categories" referred, of course, to those groups of people not previcusly represented in any substantial numbers on college governing boards, or, to put it another way, to those whose characteristics might be adding more heterogeneity to what has already been described as a very homogeneous group. Such a survey, it was hoped, would replace speculation with

---

[2]"Revitalizing the Universities," New York Times, October 10, 1969, p. 46.

facts, on a national basis, about the nature and extent of change in the composition of college and university governing boards.

Procedure

A one-page questionnaire (see Appendix) and a cover letter explaining the purposes of the survey were mailed to the presidents of the same 536 institutions that participated in the original survey of trustees.[3] The presidents (or someone on their staff) were simply asked to indicate how many trustees of nine specific types or categories were added to and/or left their board since the time of our original survey. Also they were asked to indicate if they had specific plans to add one or more trustees of each type during the coming year and were given the opportunity to describe other changes in the composition of their board by writing on the back of the form. This request was sent to the presidents only once; there was no follow-up mailing.

The response rates for these 536 presidents, by type of institution, are reported in Table 1. Completed questionnaires were returned by 411 institutions, or approximately 77% of the sample. Nine of these, however, did not provide sufficient information for categorizing their institutions (see bottom portion of questionnaire), and thus, the usable number of responses was 402 or 75%. Response rates varied from a high of 81% for public universities to 61% for public junior colleges, but for the other types of institutions were quite similar.

---

[3] For details regarding the selection of this sample of 536 institutions and how it compares with the national distribution of higher educational institutions in terms of level of offerings and type of control, see Hartnett, op.cit.

Table 1

Response rates by type of institution

	Number of Questionnaires Mailed	Usable Number Returned	Percentage Response
TOTAL	536	402[a]	75.00
Public Universities	79	64	81.01
Public Colleges	50	39	78.00
Public Junior Colleges	67	41	61.19
Private Universities (excluding Catholic)	53	41	77.36
Private Colleges (excluding Catholic)	164	126	76.83
Private Junior Colleges	45	35	77.78
Catholic Colleges and Universities	78	56	71.79

[a]Actually, 411 completed responses were received, yielding an overall response rate of 76.67%. Nine of these, however, were not included in the statistical summaries because they could not be categorized into an institutional type.

Findings

The total national sample

The basic findings of the survey are reported in Table 2, where the percentage of different types of institutions reporting an increase (and the very few reporting decreases) are summarized. For the first four "types," very few institutions reported increases. That is, students and faculty members, contrary to the impression one might have received from the popular press, have been added to very few governing boards, either with or without voting privileges. Nationally, only 3% of the institutions surveyed reported adding one or more students with voting privileges and the same is true for faculty members. Students without voting privileges were added by 7% of the 402 institutions, whereas only 5% added faculty members without the right to vote. Thus, though neither of these groups were added to the board by many institutions, students fared as well as faculty members in terms of earning seats with voting privileges and somewhat better at gaining positions without voting privileges.[4]

Moving away from student and faculty board memberships, however, there would appear to be some real shifts occurring in the composition of many boards. Fourteen percent of the non-Negro institutions report having added one or more Negroes to their boards, 17% of the non-women's institutions (i.e., coeducational or all-male institutions) added one or more women to their boards, nearly a third (31%) of the institutions added one or more persons under 40 (excluding

---

[4]It should be kept in mind, of course, that these figures refer only to percentage of institutions adding these types to their boards during an 18 months period, and say nothing about the members already on boards. In this case, for example, it's not unlikely that a greater percentage of institutions report adding students without voting privileges precisely because more of them already had faculty members serving in this capacity than students.

Table 2

Percentage of different types of institutions reporting increase of one or more "atypical" trustees[a]

Type of Trustee[b]	TOTAL (N=402)	Public			Private					% of total reporting decrease of one or more of each type of "atypical" trustee
		Univ. (N=64)	Coll. (N=39)	JC (N=41)	Ind. Univ. (N=34)	Ind. Coll. (N=58)	Cath. C's & U's (N=56)	Prot. C's & U's (N=75)	JC's (N=35)	
Students with voting privileges	03	03	03	00	03	03	00	07	03	00
Students without voting privileges	07	08	13	02	00	05	07	09	06	00
Faculty members with voting privileges	03	00	03	00	03	02	05	03	11	02
Faculty members without voting privileges	05	05	08	02	03	03	05	09	06	00
Negroes	14[c]	11	08	07	32	14	12	22	06	00
Women	17[d]	06	13	10	24	20	15	21	21	05
Persons under age 40 (excluding students)	31	22	26	24	35	40	25	39	40	02
Occupation in creative arts	04	00	00	12	12	05	04	03	06	01
Educational occupation (but not on this campus)	23	12	15	10	29	33	36	24	26	05

[a]In order to determine the increase of trustees of various types--our primary objective--the questionnaire column indicating the number having left the board was subtracted from the number added. Consequently, an institution which added two women to its board, for example, would show no increase if two women left its board during this same period. As a result of this procedure, it was also possible to determine decreases by category. Such occurrences, though rare, are reported in the last column of this table.

[b]These are not discrete types, and a single trustee could be included in several categories. Thus, an institution adding a 35-year old, Negro woman to its board, would be "getting credit" for three separate types of additions.

[c]Based on N=394; Negro institutions were asked to omit this item.

[d]Based on N=376; predominantly women's institutions were asked to omit this item.

students), and almost one-fourth (23%) added one or more trustees whose primary occupation is in the field of education. Those with occupations in the creative arts (admittedly, a vague term), however, continued to be passed over; only 4% of the institutions increased this group.

These increases, as noted, refer to those institutions adding one or more trustees from each group. A natural question at this point, then, is how many of these are increases of one trustee and how many are increases of two or more? These data are presented in Table 3. Here it is clearly shown that of the institutions reporting increases of one or more previously underrepresented trustees (as in Table 2), the great majority of them, in fact, are talking about an increase of one. For example in Table 2 it was shown that 3% added one or more students with voting privileges. In Table 3 we see that approximately 2.5% were increases of one, and 0.49%, or only about one-fifth as many, were increased by three or more. Likewise, of the 31% reporting increases of one or more persons under age 40 (again from Table 2), approximately two-thirds were referring to increases of one trustee. Similar comparisons can be made for each of the nine underrepresented groups, and in each case it is clear that reference to a certain percentage of institutions adding one or more trustees, is, in most cases, an increase of one trustee.

Increases by type of institution

One of the most striking differences between different types of institutions in terms of their records of adding more diversity to their boards is found in the public/private comparison (see Table 2). This is particularly true if the comparison is restricted to senior institutions. A consistently smaller percentage of public universities and public colleges have added trustees from the five nonstudent and nonfaculty groups listed. For example, 11% of the public

Table 3

Distribution of trustees of various types added to all institutions in national sample (N=402)

Type of Trustee	Percentage of institutions decreasing or adding none of this type	% adding one	% adding two	% adding three or more
Students with voting privileges	97.01	2.48	0.00	0.49
Students without voting privileges	93.28	3.98	1.99	0.74
Faculty members with voting privileges	96.99	1.74	0.75	0.50
Faculty members without voting privileges	94.51	2.49	1.99	0.99
Negroes[a]	85.79	11.67	2.54	0.00
Women[b]	82.98	12.50	3.72	0.80
Persons under 40 (excluding students)	68.64	21.64	6.71	2.98
Occupation in creative arts	95.50	4.23	0.25	0.00
Educational occupation (but not on this campus)	76.60	15.42	6.22	1.74

[a]Based on N=394; Negro institutions were asked to omit this item.

[b]Based on N=376; predominantly women's institutions were asked to omit this item.

universities and 8% of the public colleges have added one or more Negroes to their boards during the period in question, whereas the range for private institutions was from 12% (for Catholic colleges and universities) to 32% (for independent universities) Thirteen percent of the public colleges and 6% of the public universities have added women, whereas the range for private institutions was from 15% (again for Catholic colleges and universities) to 24% (again for independent universities). This comparison can also be made for adding persons under 40, those in the creative arts (where no public institutions have made board additions) and from the educational field.

There appears to be a rather simple explanation for these public/private differences. The majority of private institution trustees are selected by those already serving on the board.[5] Thus, changes in the composition of a private institution's board need only the conviction of the board members that such changes will be beneficial. Public institutions, on the other hand, have no such built-in control. The trustees of public institutions generally gain board membership in one of two ways: appointment by the governor or by means of a public election.[6] Thus, members of the administration or governing board of public institutions are often in no position to bring about changes in the composition of their governing boards, even if they wanted to.

Of the private colleges and universities, it appears that the Catholic institutions made the fewest additions of the type listed in our survey. Twelve percent added one or more Negroes, 15% added women, and one fourth of them added one or more persons under 40. While Catholic institutions made relatively few composition changes of the kind covered by this survey, however, other

---

[5] Hartnett, op.cit., p. 68.

[6] Ibid.

changes on their boards were much in evidence. For example, many responses from Catholic institutions included accounts of considerable structural changes (e.g., removing the ultimate authority for the institution from the hands of a bishop) as well as dramatic changes in the composition of these boards (e.g., going from a clergy-controlled board to a predominantly lay board), but such changes simply were not reflected in our questionnaire, whose primary purpose was more restricted in nature.

Of the other private institutions, independent universities appear to be one of the most aggressive in moving toward greater board diversity. Nearly one-third added one or more Negroes to their board during the 18 months period, 10% more than any other type of private institution. Further, 24% of the private universities added one or more women, and 12% added someone whose primary occupation is in the creative arts. This last figure is proportionately twice as many as the next highest private institution and three times the total national percentage of 4%.

Composition changes and original status

A reasonable question at this point is, what was the relationship between the number of additions of a certain type of trustee to a board and the number of trustees of that category originally serving on the board? For example, did the addition of trustees under the age of 40 occur more often at institutions that tended to have the fewest number of trustees of this type in the first place? Were the types of institutions reporting the greatest number of additions (in Table 2) mainly reflecting a need to "catch up"?

A partial answer to these questions is presented in Table 4. Here original status and change comparisons are given for the three types of trustees for whom

original status data were available from the original trustee survey.[7] These data suggest that the tendency to appoint women was more pronounced at those institutions where the original female membership on the board was relatively low. For example, the type of institution that was most inclined to add women to their boards--independent universities, where 24% added one or more women--was also one of the lowest ranking institutions in terms of original proportion of women on their boards (6%). Conversely, the type with the smallest proportion of institutions adding women--public universities, of which only 6% added one or more women--had one of the higher original representations of women on their boards (10.3%).

For the two other types of trustees, however--Negroes and those under age 40--increases did not appear to be very strongly dependent upon original status, though slightly negative relationships were found for both of these variables.

Again it should be emphasized that these data refer only to increases in trustees of these particular types. They reveal nothing about increases or decreases of other kinds of trustees, or other structural and/or procedural changes which might have occurred on many of these boards. Furthermore, they say nothing about other new forms of student involvement, via various committees or advisory groups, that do not include membership on the board itself.

Plans for adding trustees

Besides the changes already made in the composition of their governing board, the presidents were also asked to indicate if they had definite plans

---

[7]Actually, original status data for a fourth type of trustee--those whose primary occupation is in the creative arts--were also available. However, since the representation of this group was less than 1% at each of the eight types of institutions, it was excluded from this analysis.

Table 4

Relationship between trustee additions and original status

for three "types" of trustees

Type of Institution	(1) Negroes[a]		(2) Women[a]		(3) Under 40	
	Original percentage of Negro trustees serving on board	Percentage of institutions adding one or more Negroes to board	Original percentage of women trustees serving on board	Percentage of institutions adding one or more women to board	Original percentage of people under 40 serving on board	Percentage of institutions adding one or more people under 40 to board
Public Junior Colleges	1.9	07	13.8	10	11.9	24
Public Universities	1.3	11	10.3	06	3.2	22
Public Colleges	0.7	08	10.7	13	4.4	26
Independent Universities	0.3	32	6.0	24	0.8	35
Protestant C's and U's	0.1	22	6.3	21	6.6	39
Independent Colleges	0.1	14	8.6	20	3.2	40
Catholic C's and U's	0.0	12	4.5	15	7.0	25
Private JC's	0.0	06	9.4	21	7.0	40
Rank Order Correlation (Rho) between original status and additions	-.11		-.66		-.07	

[a]Predominantly Negro institutions were excluded from (1), and predominantly women's institutions were excluded from (2), thus resulting in original status data different, for these two variables, from those cited in the first report (Hartnett, op.cit.).

for adding board members in each category during the coming year. (Again, see questionnaire in Appendix.) A summary of these data are presented in Table 5.

It is interesting to note, first of all, that the percentage of institutions indicating definite plans to add the types of trustees listed is, in every case for the total sample of institutions, less than the percentage of institutions which have already added these types of trustees during the year and one-half period (from Table 2). Many of these differences are very large. For example, 31% of the institutions report that they added one or more trustees below the age of 40, whereas only 8% report definite plans for adding this type of trustee during the next year. Fourteen percent report having added one or more Negroes, as compared to 4% reporting definite plans to add one or more trustees from this group, and so on. Thus, while many institutions may be considering modifications along the lines suggested in our questionnaire, definite plans of this kind appear to be rare.[8]

Again the public/private distinction is considerable, as was the case with trustees already added to the boards. Definite plans for additions of this kind were practically nonexistent for the public institutions, suggesting again that such matters are something over which the administration has little or no control.

It is also apparent that student and faculty membership on governing boards does not seem to be a phenomenon that is "catching on." Definite plans for adding students to boards with voting privileges are rare overall (though 7% of the

---

[8]The questionnaire (see Appendix) asked the presidents to indicate only definite plans for adding each type of trustee. Such wording may have been unfortunate. The intention, of course, was to rule out "plans" which, in fact, were only considerations. However, it is probably a rare instance in which any board appointment is definitely planned. More likely, boards set out with a set of intentions, conscientiously seek to find such a person, and hope for the best.

Table 5

Percentage of different types of institutions indicating definite plans for adding trustees of various kinds during the next year

Type of Trustee	TOTAL (N=402)	Public			Private				
		Univ. (N=64)	Coll. (N=39)	JC (N=41)	Ind. Univ. (N=34)	Ind. Coll. (N=58)	Cath. C's & U's (N=56)	Prot. C's & U's (N=75)	JC's (N=35)
Students with voting privileges	03 (01)*	02	03	00	03	02	00	07	09
Students without voting privileges	04 (04)*	02	00	05	12	05	02	08	03
Faculty members with voting privileges	01 (01)*	00	00	00	00	00	00	04	06
Faculty members without voting privileges	04 (03)*	03	00	02	06	03	04	07	03
Negroes	05[a]	00	03	00	12	07	05	09	00
Women	05[b]	00	00	00	06	06	08	11	00
Persons under age 40 (excluding students)	08	00	00	00	15	24	11	05	14
Occupation in creative arts	02	00	00	00	03	05	02	01	09
Educational occupation (but not on this campus)	05	00	00	00	00	12	14	03	14

*Parenthetical figures refer to percentage indicating plans for student and faculty membership on board committees, but not the board itself.

[a]Based on N=394; Negro institutions were asked to omit this item.

[b]Based on N=376; predominantly women's institutions were asked to omit this item.

Protestant colleges and universities and 9% of the private junior colleges report such plans) and similar plans for faculty members are even more uncommon.

Definite plans are most in evidence for Negroes, persons under the age of 40, and those from the field of education. Trustees with backgrounds in the creative arts, not well represented on governing boards to begin with and not added to these boards very frequently during the year and one-half span covered by this study, are probably not going to appear on governing boards in the very near future as well.

Summary and Discussion

A survey of the presidents of the institutions participating in a recent study of college and university trustees was conducted to determine what changes, if any, had occurred in the composition of their governing boards in the direction of greater representation of groups not commonly found in such positions. The data suggest that:

1) Very few institutions -only 3% of the national sample--have added one or more students or faculty members to their boards during the 18 month period since the time of the trustee study, and very few institutions have definite plans for such additions in the forthcoming year.
2) Slightly more institutions have added students and faculty members in nonvoting capacities, but even here the percentages are quite low.
3) Increases in trustees from other groups not previously well represented on governing boards, however, appear to be substantial. Negroes, women, persons under the age of 40 and those with educational occupations have been appointed to many governing boards. Those in the creative arts, however, continue to be either overlooked or unavailable for such positions.

4) There are substantial differences between public and private institutions, both in terms of increases made during the period covered by this study and plans for the coming year. Public institutions run considerably behind private ones in both of these regards, probably because the composition of their boards is, in many cases, fixed by state law, and would require legislative action to change.

5) The types of institutions most inclined toward adding women to their boards were those whose original representation of female trustees was quite low. Conversely, relatively fewer additions of women were reported by those institutions whose original representation of women was relatively high. However, for two other types of trustees for whom original representation data were available--Negroes and people under 40--increases were not strongly related to original status.

As mentioned earlier, these findings should be interpreted with extreme caution, for they say nothing about other kinds of changes which might have occurred on these boards (this would appear to be particularly true at Catholic institutions).

It might also be argued, of course, that the increases in Negroes, women, persons under 40, and those from educational occupations, are only token increases amounting to very little real change in the composition of these boards. First of all, the 14% adding Negroes, say, or the 17% adding women, are not very large percentages. The biggest increase, in fact--for persons under age 40--still occurred at fewer than one-third of the institutions. Furthermore, as shown in Table 3, most of these increases refer to an increase of one. The percentage of institutions adding more than one in these categories is extremely low.

While such qualifiers are well taken and suggest that American colleges and universities are not "on the make" for trustees of groups not previously

well represented, it is at the same time clear that some modifications are occurring. Take the increase of Negro trustees as one example. Fourteen percent of the non-Negro institutions adding at least one Negro may not be very dramatic. Yet, that 14% in this case happens to represent an addition of 66 Negroes to 56 institutions--nearly six times the number of Negroes who originally served on non-Negro college boards! Surely this signals a real change toward more diversity on college and university governing boards.

The question now, of course, is whether these changes, occurring over just an eighteen month period, might be viewed as a harbinger of the '70's. Are they tentative and perhaps temporary responses to various external pressures? Are they of the flurry variety, which will quickly pass, or are they symptoms of a real commitment on the part of many institutions to broader representation on their boards?

Definite answers to these questions must wait, of course, but, to speculate, it would seem likely that as new directions and forms of higher education evolve, new styles of governance must also emerge. Quite likely, this effort to keep pace will be characterized, at the outset at least, by greater diversity of membership on governing boards. But the mere addition of different types of persons alone will not guarantee quality, of course, and concern with diversity runs the danger of becoming a stereotypic practice with a new set of unfortunate consequences all its own. Thus, completely new forms of governance may eventually appear. But for the foreseeable future, at least, it would seem that broader representation on college and university governing boards will be a predominant concern.

Appendix

Educational Testing Service
October, 1969

(Questionnaire used in survey of presidents)

Please indicate the changes, if any, which have taken place in the composition of your governing board since May of 1968. We are asking for three kinds of information: (1) how many trustees in each of the classifications below have left the board during the last 18 months, (2) how many in each classification have been added during the same period, and (3) whether there are definite plans for adding board members in each category during the coming year. (In completing the form below, note that single members of the board may be included in more than one category.) If there has been a change in the composition of your board (or there is a change expected during the next year) which cannot be indicated below, please use the back of this form to provide the necessary information. Please make some response to each category, circling zeroes where no changes have been made.

	Please circle number having left board	Please circle number added to your board	Please check (√) if there are definite plans to add
Students with voting privileges	0 1 2 3+	0 1 2 3+	___
Students without voting privileges	0 1 2 3+	0 1 2 3+	___
Faculty members with voting privileges	0 1 2 3+	0 1 2 3+	___
Faculty members without voting privileges	0 1 2 3+	0 1 2 3+	___
Negroes (predominantly Negro institutions should skip this item)	0 1 2 3+	0 1 2 3+	___
Women (women's colleges should skip this item)	0 1 2 3+	0 1 2 3+	___
Persons under the age of 40 (excluding students)	0 1 2 3+	0 1 2 3+	___
Persons whose primary occupation is in the creative arts (e.g., music, art)	0 1 2 3+	0 1 2 3+	___
Persons whose primary occupation is in the field of education (but not on this campus)	0 1 2 3+	0 1 2 3+	___
Other (please indicate any other changes in the composition of your board by using the back of this form)	0 1 2 3+	0 1 2 3+	___

PLEASE COMPLETE THE INSTITUTIONAL INFORMATION AT THE BOTTOM OF THE PAGE AND RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE EVEN IF NO CHANGES HAVE BEEN INDICATED (i.e., ONLY ZEROES CIRCLED) OR NONE ARE PLANNED (i.e., NO CHECKS IN LAST COLUMN).

Name of institution (optional) _____

Type of control (check one) ___Public ___Private, church rel. ___Private, Ind.

Highest degree awarded ___Doctorate ___Master's ___Bachelor's ___Associate